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ABSTRACT

Designed for kindergarten through grade three, the material in this volume of the "Curriculum Guide for the Language Arts" is organized by grades with provision for use in a continuous or nongraded organization. An introductory section outlines the general language arts program, noting specifically the characteristics of the primary child, the plan of organization, the primary language arts classroom, and a program of evaluation. Individual programs in listening, speaking, reading, and writing present material organized and arranged in four columns: objectives, procedures and activities for the teacher, practices and evaluation for pupils, and instructional aids. An evaluation checklist concludes each section and an appendix provides excursion and experience charts, sequence charts of fundamental skills, a bibliography, and the basic sight vocabulary (Dolch list). (JM)

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CURRICULUM GUIDE FOR THE LANGUAGE ARTS

FOR KINDERGARTEN, GRADES 1,2,3

BENJAMIN C. WILLIS
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO

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FOREWORD

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This Curriculum Guide for the Language Arts is the outgrowth of an evaluation of the Supplement to the Teaching Guide for the Language Arts. In keeping with the curriculum review cycle of the Chicago public schools, the Supplement was subjected to an intensive study in which every teacher participated. By means of an evaluation instrument designed expressly for the book, the teachers indicated their preferences and submitted the suggestions which were used to guide the committees engaged in the revision and addition of material.

In three volumes (K-3, 4-6, 7-8), the Curriculum Guide for the Language Arts presents the required general and specific objectives of the program. For each objective the book sets forth procedures and activities for the teacher, activities and evaluation for the pupils, and instructional aids. Each of these aspects of the program has its own place in the book's four-column format. It is intended that the contents of this book will serve as a framework upon which the teacher may build a program which meets the needs of the class without losing sight of the individual.

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Special acknowledgment for the development of this guide is made to Florence Gottschalk, Dellora Johnson, and Patricia Molseed of the Department of Curriculum Development and to Eleanor Judge, Assistant Principal of Seward School; grateful recognition is extended to Homer E. Freese of the Department of Curriculum Development for illustrations.

Sincere appreciation is expressed to the many individual schools, too numerous to list in this guide, and to the districts which have contributed so many excellent suggestions and worthwhile materials.

Grateful appreciation for critical reading of the material is expressed to Dr. Mildred A. Dawson, Sacramento State College; Dr. Ruth G. Strickland, Indiana University; Dr. Viola Theman, Northwestern University; Mrs. Charlemae Rollins, former Children's Librarian of George C. Hall Branch, Chicago Public Library.

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THE CURRICULUM GUIDE FOR THE LANGUAGE ARTS

The Curriculum Guide for the Language Arts is a revision of the Supplement to the Teaching Guide for the Language Arts which was published and made available to the schools in October, 1958. This new guide is unique in that it represents, directly or indirectly, the thinking of all teachers of the language arts in our elementary schools. Every language arts teacher from kindergarten through the eighth grade has contributed in some way to this study.

Three volumes comprise the total Curriculum Guide for the Language Arts for the elementary school and contain the required language arts program for the Chicago public schools.

The primary-grade guide is designed for grades kindergarten through grade three. Although material for reading and writing is organized by grades, provision is made for using this material in relation to a continuous or non-graded organization.

The intermediate-grade guide contains material pertinent to the fourth-, fifth-, and sixth-grade program. Specific grade levels have not been identified in the intermediate-grade guide in order that the program be viewed as continuously developmental--designed to permit flexibility for individual schools in relation to local needs.

The upper-grade guide is a development of the program for grades seven and eight, in the same pattern as the intermediate guide.

The format of the curriculum guide has been modified. The guide represents in this new format a complete reorganization and an expansion of the material found in the earlier publications.

THE OVERVIEW CHARTS

The overview charts present the objectives of the K-8 program in the language arts. They are designed to be placed with the segment of the program they serve. There is one overview chart for listening, another for speaking, two for reading, and two for writing.

In keeping with the trend toward nongraded organization, the objectives are stated as specific goals and placed on the grid at the suggested point of formal introduction. Interpretation of the symbols is provided by a key on each chart.

DESIGN OF THE GUIDE

The introductory sections have been expanded. Guiding principles of the Chicago public schools--which include the statement of philosophy and aims, principles of learning, and the major functions of living--have been included.

In the body of the book points of emphasis related to philosophy, subject matter, and the program have been included in the first column. "Framing" of these statements is the device used to highlight important understandings which are basic to the effective development of the objectives of the program. Statements related to findings of research concerning controversial issues have been included.

The format of the guide has been modified to provide more detailed, concrete, and practical helps in the four areas of the language arts program. The preface to each section contains a statement of the objectives of the particular area to be developed. Specific achievement goals for the pupils are indicated under each objective. The content material of each section has been organized and arranged in four columns:

Column One - Objectives

Column Two - Procedures and Activities for the Teacher

Column Three - Practices and Evaluation for Pupils

Column Four - Instructional Aids.

The procedures and activities for the teacher (in column two) are directly related to the practices and evaluation for pupils (in column three) although there is not necessarily a one to one correspondence. All of the aids listed in column four refer to the general objectives which are capitalized in column one. Illustrations have been inserted to present more vividly the products of some of the suggested activities. The content of columns two, three, and four are provided to assist the teacher in achieving the specific objectives stated in column one.

A combination table of contents and outline of general and specific objectives for the particular aspect of the total program appears at the beginning of each section. Cross references to other sections of the volume and to other curriculum guides are listed in the fourth column. An evaluation checklist is provided at the end of each section.

The curriculum guide contains the required language arts program and is an important instructional aid for the teacher. Its purpose is to provide a required structure and framework within which a teacher can build a program to suit the language arts needs of a class working within the school program and of an individual student working within the class. The guide provides a required floor; there is no intention to limit the creativity of a teacher or the achievement of a pupil; there is no ceiling.

NOTE TO THE TEACHER

Good literature has been written by people of all races, ethnic backgrounds, and creeds. Every effort has been made to include in this guide excellent materials which are representative of the talent of all groups and which are appropriate to the kindergarten-primary child.

DEVELOPMENT OF THE CURRICULUM GUIDE FOR THE LANGUAGE ARTS

THE BACKGROUND OF THE PROGRAM

The public school system of a large city is faced with a diversity of problems when it undertakes the improvement of its educational program. In addition to developing a philosophy setting forth the basic goals to be achieved, it should:

- effect a system of ready communication among the units of its complex organization
- preserve appropriate balance between the individual school as the basic unit for custom-tailoring curriculum and central office departments as media for servicing and co-ordinating work of the various types and levels of schools
- meet the necessity of providing incentives and facilities to insure adequate teacher participation in improvement measures
- accept the responsibility of developing parents' understanding and acceptance of changes that the processes of improvement bring about in the educational program.

Curriculum-building must be viewed not as a specific project, but as an ever-present on-going process.

The Curriculum Guide for the Language Arts represents the culminating activity of a city-wide project directed toward the evaluation and revision of the Supplement to the Teaching Guide for the Language Arts. This project of revision of the supplement is one phase of the continuing program of evaluation of the curriculum of the Chicago public schools which was initiated by the Curriculum Council in 1957.

THE CURRICULUM COUNCIL

The Curriculum Council was formed to assure representative thinking in determining areas of exploration and necessary adaptation or revisions of existing courses of study and development of new ones. Curriculum-making is recognized as no longer being a one-man, a central-office, or even a school-staff task. It is regarded rather as a long-range co-operative enterprise which involves not only professional school workers but also parents, citizens, university specialists in education and scholars in subject disciplines, and representative pupil leaders.

More than one hundred persons are members of the Curriculum Council. The Council is composed of associate and assistant superintendents; district superintendents; directors of educational bureaus and divisions; and teacher and principal representatives from elementary and high schools, junior colleges, special schools, vocational schools, and the teachers colleges. It also includes "resource persons," such as representatives of university departments of education, the State Office of Public Instruction, the Parent-Teacher Association, the Citizens School Committee, and other community organizations serving under the leadership and direction of the General Superintendent of Schools. From this group committees are formed with responsibility in specific areas. The members of the Elementary Language Arts Committee were selected from the membership of the Council.

ELEMENTARY LANGUAGE ARTS COMMITTEE

Since the members of the Curriculum Council represent a cross section of the Chicago system and its patrons, it follows that committees assigned to work in specific areas may not always be composed of specialists in the subject of the committee's assignment. Therefore, the responsibility for the actual development of material is handled by subcommittees with the parent committee serving as the policy group. Subcommittee membership includes members from the original committee, consultants in the subject area, and resource teachers who are considered specialists in particular areas at particular grade levels. In adding teachers with special abilities in the subject area, care is taken to include teachers from very large schools, very small schools, those with high mobility of pupils, those with very stable pupil population, and every type of teaching-learning situation that is common throughout the city.

EVALUATION PROGRAM

The most important phase of the development of the Curriculum Guide was the evaluation program, which preceded the revision of the supplement and determined the nature of the revision. The plan of the evaluation study follows.

1. The first step in the evaluation program was the preparation of evaluation sheets and checklists, by the chairman of the language arts committee and the language arts consultants of the Department of Curriculum Development. To accommodate the differences in the programs of the primary, intermediate, and upper grade levels, three separate checklists were prepared, each covering all segments of the program as treated in each volume. Included also was a list of questions to be answered yes or no; these questions pertained to the addition of items or sections. Provision was made for teachers to write any suggestions that they desired to make.

2. Following approval of the checklists by the associate superintendent in charge of curriculum development and that of a district superintendent serving as a consultant, conferences were arranged with all district superintendents to acquaint them with the plan of the project and to decide upon the best approach for each district. All elementary schools and all special divisions within the elementary program were included.

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1st YEAR—EVALUATE FOR POLICY DECISIONS

Policy groups affect content . . .

The public—the Board of Education—the General Superintendent of Schools—Curriculum Council—other teachers—outside consultants

Curriculum committees develop guidelines.

2d YEAR—CHANGE FOR CONTINUED IMPROVEMENT

Curriculum committees develop curriculum guides . . .

Selected, representative teachers and principals—Department of Curriculum Development personnel—administrative and staff consultants—subject specialist teachers—university consultants

Outside groups evaluate revised materials . . .

University consultants—lay consultants

The General Superintendent of Schools reviews revised materials.

Department of Curriculum Development distributes revised guides.

4-YEAR REVIEW CYCLE

3d YEAR—REVIEW THROUGH USE

Materials are introduced through in-service programs . . .

City-wide, sectional, and district consultants—school-wide, grade level, and individual classroom teachers and principals

Materials are used by teachers.

Consultants visit classes.

"Feedback" from teachers is encouraged.

4th YEAR

REVIEW THROUGH USE

Materials are used by teachers.

Consultants visit classes.

"Feedback" from teachers is encouraged.

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3. Distribution of evaluation sheets to schools followed. Three copies of the sheet for each level (K-3, 4-6, 7-8) represented in the building were sent to each school—one for the curriculum file, one for the principal's file, and another to be used as a work copy.

4. The individual school evaluation program followed. Each school, under the direction of its principal and teacher-chairman, discussed the existing guides and then prepared evaluation forms representing the consensus of the teachers at each level.

5. At the district level, the consultants worked with teachers in programs that were organized in varying patterns, such as:
   workshops at three levels following school evaluation
   workshops at three levels preceding school evaluation
   meetings with district language arts committee and workshops at three levels
   and in two or three districts, either meetings with district language arts committee or evaluation by mail.

6. Collection of evaluation sheets and tabulation of data indicated:
   city-wide participation
   teacher opinion of the adequacy of materials
   teacher suggestions for additions.

7. Results were presented to the Curriculum Council, to the Language Arts Committee, to the primary, intermediate, and upper-grade subcommittees, and to district meetings of representative teachers.

8. Regular meetings of subcommittees to examine and review results of the evaluation were scheduled and held. Resource teachers from all areas of the city were invited to participate in meetings.

9. The committee to prepare and develop the new guide was designated.

10. The writing committee prepared the guide.

RESULTS OF THE STUDY

All elementary schools participated in the evaluation program and returned the checklists with written suggestions and comments from the teachers. One of the most important contributions to the evaluation program was the information provided by the detailed suggestions which accompanied the checklists. The tabulation identified the area of need and the suggestions specified the kinds of revisions and additions desired by teachers for classroom use. The evaluation study in its entirety was used by the writing committee in the development of the Curriculum Guide. A total of 394 schools at the primary level, 381 schools at the intermediate level, and 317 schools at the upper-grade level responded. This represented all schools. The variation in numbers of schools reflects the varying grades in schools: some schools have only grades kindergarten through grade 3; some, kindergarten through grade 6; some, kindergarten through grade 8; and others, grades 7 and 8.

Responses were tabulated and results were converted to percentages and presented on a city-wide basis, so that general strengths and needs might be identified.

AN APPROACH TO THE TEACHING OF THE LANGUAGE ARTS

POINT OF VIEW

Language arts on the elementary level is recognized as one of the most important areas of the educational program. It is the basis of communication in all areas, the vehicle of expression, and the tool by which we acquire knowledge. In communicating our ideas in any phase of the curriculum, we are using the language arts. Communication is the language arts program.

The functional values of the language arts program are recognized by all. Therapeutic values, while part of the practical and functional aspects of the language arts program, are noted here because of their importance in personality development and in their role in developing and maintaining good mental health. The many opportunities in the language arts to express emotion inherently contain therapeutic values. The language arts program, by providing opportunities for the expression of a child's innermost feelings, helps develop his ability to express himself and provides a basis not only for the child to grow in confidence, but also for him to create more easily.

A third value of the language arts program—a cultural one—is also recognized. Re-emphasis of this aspect of the program at this time is important as the "Report of the Study Group on Literature" indicates:

> "In an age when man's greatest difficulty is in defining himself and his potentials and in discovering what may help him reach his potential or keep him from reaching it, in an age when leisure time is on the verge of becoming almost limitless, the contributions of literature and other arts assume an importance they have never previously possessed. . . Good literature well taught has no small contribution to make in building ideals, in increasing appreciation of beauty, and in sharpening understanding of human verities."[1]

In curriculum the language arts program embraces listening, speaking, reading, and writing. These facets of the language arts program are closely related. The idea of the relatedness of the language arts and of the interrelationship which exists among the facets of language arts is an

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[1] Allerton House Conference on Education. "The Teaching of English in Illinois," The Educational Press Bulletin, Vol. XLIX (February, 1958), p. 8.

important one. Listening and reading are considered the intake of the program (the impression); speaking and writing, the output (the expression). The term language arts represents the fusion of the skills of communication—the impressions and the expressions, taught in relation to each other.

THE ROLE OF THE TEACHER

"Whoso would kindle another must himself first glow." The role of the teacher is of utmost importance. The success or the failure of a program depends on him. The example the teacher sets, his attitude toward his work, his interest in children and his genuine love of children, the appreciation of his role as a teacher, and the enjoyment he finds in his work—these are the factors which establish the happy teacher-child relationship and the wholesome pupil-peer relationship so necessary in the building of confidence and security in pupils. The teacher of language arts should therefore:

Provide a classroom atmosphere that is friendly and that encourages learning.
Remember that a good environment is created, it never "just happens."
Provide a well-planned program of instruction and activities at the child's level of ability.
Provide opportunities to enlarge and enrich experience and to open new avenues of interest.
Expect from every child a task that is within his level of ability.
Respect the contributions of children—try to find something good in the performance of every child.
Make an effort to get and to hold the child's point of view, thus encouraging a child to express himself in a sympathetic understanding situation.
Accept no less than his best from every child.

"A teacher affects eternity; he can never tell where his influence stops."

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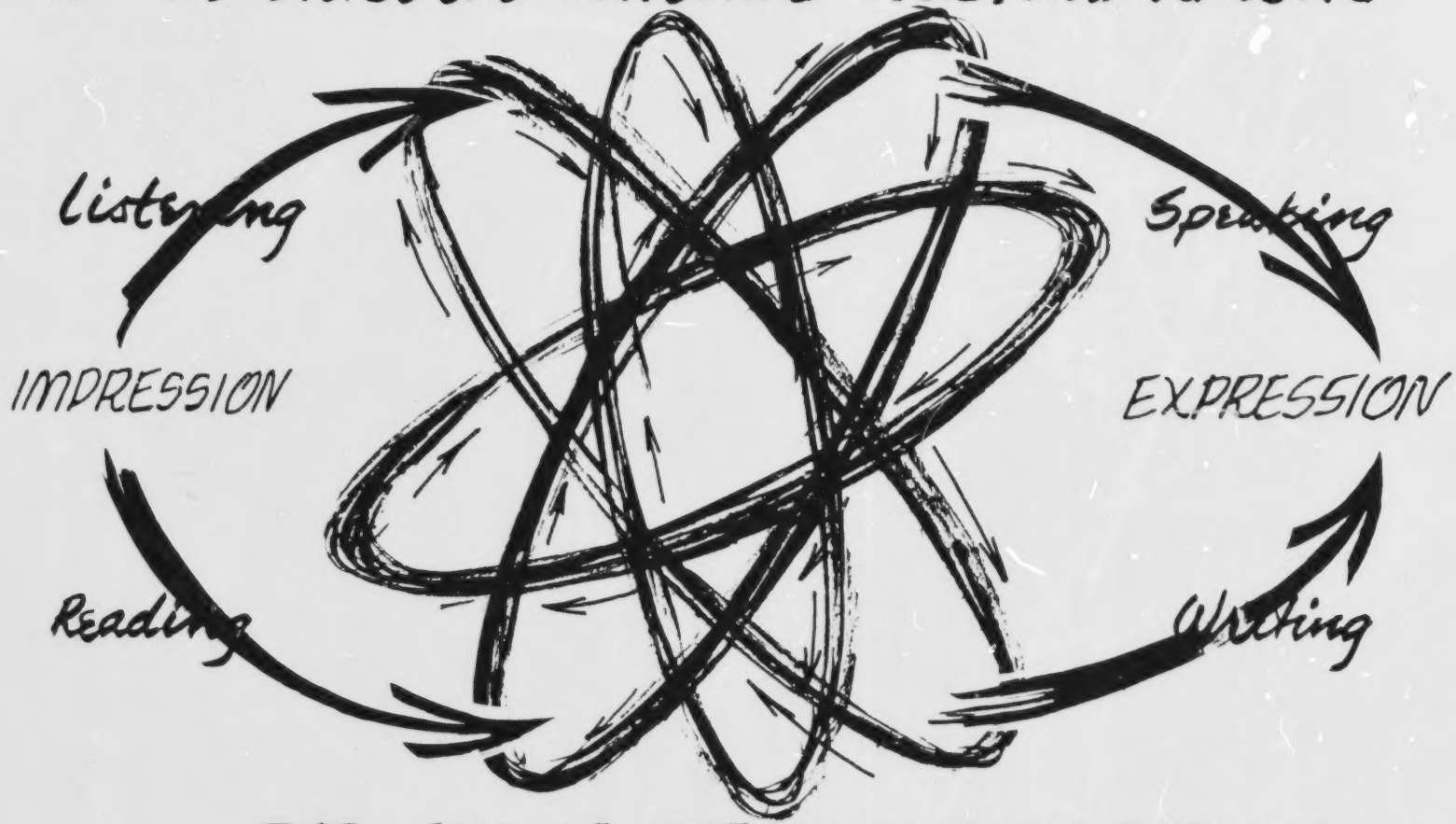
THE INTERRELATIONSHIPS EXISTING AMONG



THE SKILLS OF COMMUNICATION

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GUIDING PRINCIPLES

PSYCHOLOGICAL PRINCIPLES OF LEARNING

The statement of educational objectives is not sufficient in itself. Those guiding principles of learning that affect all learning situations at home, school, or play and that determine ways in which the objectives are attained should also be studied, understood, and accepted.

Learning is an activity.

Effective learning is meaningful.

Motivation vitalizes learning.

Satisfactions accompany effective learning.

The social group affects the learning process.

Teacher-pupil relations influence learning.

Important learnings take time to acquire.

Learning produces varied responses.

Emotionally-charged experiences may result in rapid learning.

Practice makes learning permanent.

Learning is transferable.

PRINCIPLES OF LEARNING FOR THE CHICAGO PUBLIC SCHOOLS

In a republic the objectives of a public school system must be available to, and understood by, all people. Such objectives must be formulated in a democratic manner and must be understood by all. They should be so stated in the form of guiding principles that they become a unifying factor around which the school system and the community build their educational program.

With this in mind, the Chicago public schools have accepted the following:

Education serves all people in a democracy.

Education develops democratic ideals.

Education changes behavior.

Education deals with all aspects of life.

Education functions through many agencies.

Education continues throughout life.

Education aims at self-direction.

Education provides for intelligent adjustment to social change.

MAJOR FUNCTIONS OF LIVING

Upon this foundation of guiding principles, the Chicago public school system aims to build its program. This program is concerned with nine major functions of living guided by critical thinking, motivated by the will to do, and supported with pertinent information and skills.

Practicing American citizenship
- understanding and valuing the principles and privileges of the American form of government and the citizen's part in government
- discharging the responsibilities of citizenship
- developing continuing interest and intelligent participation in civic activities

Using the tools of communication
- using the three R's and other media of communication effectively

Developing economic competence
- understanding economic values
- developing, conserving, and making good use of natural and human resources
- producing, distributing, and consuming goods and services wisely

Improving family living
- appreciating family life
- understanding the role of each member in the family group
- practicing good family relations

Protecting life and health
- developing habits which promote general fitness
- observing safety practices
- understanding and valuing physical, mental, and emotional health

Building human relationships
- developing attitudes of consideration for others
- understanding one's self and others
- learning and practicing the skills and activities which lead to harmonious living with all people

Enjoying wholesome leisure
- realizing the place of leisure in living
- practicing skills and developing interests and appreciations which enrich leisure

Satisfying spiritual and aesthetic needs
- developing high moral and spiritual standards and living by them
- enjoying, expressing, and creating beauty

Meeting vocational responsibilities
- doing productive work which is satisfying and valuable to one's self and to others
- acquiring vocational competence
- earning one's living

PUPIL PERSONALITY OBJECTIVES DEVELOPED THROUGH THE LANGUAGE ARTS

Curriculum and instructional materials based on characteristics of the child's nature and his successive stages of development make objectives dealing with the attitudes and other aspects of the pupil's individual personality a matter of major concern. Since language is so intimately connected with human thinking and so extensively permeates human activity, it was decided to utilize the developmental goals derived by psychologists on the basis of an exhaustive study of inventories of life activities and of data on the nature of children and youth as the source list of pupil-personality objectives for the language arts. The goals are as follows:

To develop and maintain good mental health

To develop critical thinking at child's developmental level

To develop a sense of security

To develop self-direction

To develop an acceptance of realistic standards

To develop sensitivity to others—their feelings and their problems

To develop co-operative attitudes

To develop a sense of responsibility

To develop social effectiveness

To develop creative satisfaction

To develop reasonable acceptance of authority at child's developmental level.

ACHIEVEMENT OBJECTIVES IN LANGUAGE ARTS INSTRUCTION

Drawing on major-functions activities, scientific studies, materials of courses of study, and content of textbooks, the following list of achievement objectives for language arts has been developed:

LISTENING

Develop readiness for the concept of listening
Develop the concept of listening as a means of learning
Develop positive attitudes toward courteous listening
Develop skills for attentive listening
Develop listening skills for enjoyment and appreciation
Develop skills for evaluative listening

SPEAKING

Develop ability to communicate orally
Develop techniques for the mechanics of speaking

READING

Awaken an interest in reading
Develop an awareness that reading communicates ideas and feelings
Develop word perception skills
Develop comprehension skills
Develop interpretation skills
Develop study skills
Develop ability to read orally and silently
Develop appreciation of good literature

WRITING

Develop capacity for self-expression in practical writing
Develop capacity for self-expression in creative writing
Develop fundamental skills of written expression in relation to practical and creative writing

THE CURRICULUM GUIDE IN THE LANGUAGE ARTS PROGRAM

- THE GUIDE
- THE SCHOOL COMMITTEES
- THE CLASSROOM TEACHER

• The Guide

presents the scope of the required language arts program of the Chicago public schools

provides the required sequence

provides the structure and framework upon which to build the local program

provides a foundation for the local program; there is no ceiling

stimulates the imagination of the teacher

• School Committees

study the guide

adapt materials to fit local needs; utilize suggestions; expand ideas

define basic responsibilities of teachers grade by grade or level by level in the local school

• The Classroom Teacher

studies the guide in relation to individual class and individual pupil needs

uses suggestions as a springboard to creative teaching

provides for individual differences

plans, organizes, and develops the program within the structure and framework of the guide

helps each child progress as far as his ability and time available permits

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THE PRIMARY LANGUAGE ARTS PROGRAM: KINDERGARTEN, GRADES 1, 2, AND 3

The organized program of education of the Chicago public schools begins with kindergarten-primary instruction. While this program builds upon the foregoing activities of the period of infancy, it deals essentially with the period of early childhood. The developmental characteristics of the child at this period are:

slow, steady physical growth
development of sensory-motor equipment necessary for reading
interest span of short duration in most activities
tendency to learn through activity
change from boys and girls playing together to same-sex friendships and play
sensitivity to criticism and dependence on approval of adults.

CHARACTERISTICS OF THE PRIMARY CHILD

GENERAL PHYSICAL CHARACTERISTICS

Slow, steady physical growth

The healthy primary child is extremely active. For the development of motor control, spatial relationships, body orientation, and a kinetic and dynamic sense of motion, the teacher provides:

space and opportunity for exercise and play
many opportunities for activities through rhythms, such as skipping, jumping, dancing, clapping, and singing
ample guidance in calisthenics, practice in walking a straight line, body balance, right and left orientation, semiorganized games, imitative body movements, and simple arts and crafts.

Low resistance to fatigue due to physical and emotional causes (hard to work together long time)

The primary child is in a period of relatively rapid physical growth. For this reason, the teacher provides:

short periods of quiet relaxation, occasionally with soft, pleasing music
nourishment mid-point in the morning
alternate class, small group, and individual activities.

INTELLECTUAL CHARACTERISTICS

Interest span of short duration

The primary child has a short interest span and has a tendency to learn through activity. For the development of a longer interest span and the acquisition of knowledge in relation to his abilities, the teacher provides:

INTELLECTUAL CHARACTERISTICS

Interest span of short duration

- variety in daily program with alternating work and play, and alternating impression and expression periods
- a program that affords work periods that are gradually increased in length
- opportunities to learn through dramatic play and audio-visual aids.

Keen curiosity

The primary child exhibits a keen curiosity about things and situations in his own environment. To satisfy his native curiosity and extend his area of interest, the teacher provides:

- opportunities to relate pleasurable family occasions and to discuss various aspects of school life
- activities that extend beyond the home and school by visiting places of interest in the community and by inviting community helpers to the classroom
- programs which capitalize on present interest through the celebration of holidays, birthdays, and events of current interest in the community.

Growing awareness of time and time relationships

The primary child is interested in what is happening in the present. He must be guided toward an understanding of the past and the future. To develop this awareness, the teacher provides opportunities:

- to gain an understanding of the past through pictures, books, motion pictures, filmstrips, and stories of times past
- to understand what is meant by the future through planning trips, programs, and parties
- to see relationships between cause and effect in discussion of accident prevention and health
- to see relationships among the varied lengths of time necessary to accomplish different tasks.

INTELLECTUAL CHARACTERISTICS

Growing awareness of spatial relationships

The primary child has little understanding of space and distance. To develop this awareness, the teacher provides opportunities—

- to help the child develop a sense of spatial relationships between his own body and his environment and between various objects in his environment; for example, a child may walk through an obstacle course or fit one box into another
- to help the child develop a sense of distances through guided observation and discussion related to:
  - class excursions
  - the trip to and from home
  - shopping
  - family excursions
- to help the child realize the need to develop skills in communicating with people at a distance through activities in relation to:
  - telephone
  - letters
  - handbills
  - billboards
  - books
  - radio
  - television
  - telegrams

Growing awareness of standards

The more mature primary child develops an awareness of accepted standards of performance. To extend this awareness and have it reflected in improved individual effort and achievement, the teacher provides opportunities:

- for discussion on social courtesies
- for the formulation of class standards
- for individual and group evaluation of written work, group work, and class work.

Acquiring facility in the use of language

Young children of all levels of intellectual abilities exhibit an avid interest in acquiring ever increasing facility with the language. To satisfy this inherent interest and growing need the teacher provides opportunities:

- for listening to stories told or read
- for participating in speaking poetry
- for group planning through discussion.

SOCIAL CHARACTERISTICS

Increasing ability to get along with others

The primary child is moving from a self-centered mind set to one that seeks the companionship of others and is considerate of the rights of others. To develop these social characteristics, the teacher provides opportunities:

for participating in group play, taking turns, and sharing materials
for co-operatively planning, executing, and evaluating group projects
for role playing in communicating with school personnel, and librarians.

EMOTIONAL CHARACTERISTICS

Sensitivity to criticism

The primary child makes a great effort to learn, to perform, and to please; consequently, he has a great sensitivity to criticism or to any reaction that puts his efforts in an unfavorable light. To develop self-confidence and self-respect, the teacher gives much encouragement and provides opportunities:

for many successful experiences
for situations that develop a sense of pride in accomplishment
for positive contributions to the group endeavor.

To modify speech patterns, teachers build rapport with pupils, introduce "another way of saying it," encourage pupil imitation of the teacher's standard English, and provide many opportunities for repetition.

PLAN OF ORGANIZATION

GROUPING WITHIN THE SCHOOL

Graded primary program

Many public schools in Chicago are organized on the regular graded program. Within the grades there is either homogeneous grouping or heterogeneous grouping.

Continuous development program

An increasing number of schools in Chicago are organized on the nongraded basis. At the primary level the nongraded program embraces the first three years of formal instruction but does not break this period into grades one, two, and three. The plan is designed to encourage continuous pupil progress. No child repeats or omits a grade; every child progresses from one level to the next as fast as his individual ability and effort will permit. A child may take less than three years, more than three years, or exactly three years to complete the primary program. In general, these schools follow the procedure stated below:

- The three-year primary program is divided into eight levels of reading achievement.
- Individual schools work out the details of their own programs.
- Materials suggested for each level are organized in terms of the basic reading series in use in the school and the auxiliary reading materials which are available.
- Titles of readers for each level are specifically indicated.
- Progress is based on satisfactory achievement of the goals at each level.
- One teacher usually remains with a group for two or three years.

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CONTINUOUS DEVELOPMENT PROGRAM

GRADED PROGRAM	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
FIRST GRADE — one year beyond kindergarten	A READINESS	A READINESS	A READINESS
	B PRE-PRIMERS	B PRE-PRIMERS	B PRE-PRIMERS
	C PRIMER	C PRIMER	C PRIMER
		D FIRST READER	D FIRST READER
			E BEGINNING SECOND READER
SECOND GRADE — two years beyond kindergarten	D FIRST READER	E BEGINNING SECOND READER	F ADVANCED SECOND READER
			G BEGINNING THIRD READER
		F ADVANCED SECOND READER	H ADVANCED THIRD READER
THIRD GRADE — three years beyond kindergarten	E BEGINNING SECOND READER	G BEGINNING THIRD READER	ENRICHMENT AND EXTENSION OF EXPERIENCES AND ABILITIES AND/OR BEGIN INTERMEDIATE GRADE CURRICULUM
	F ADVANCED SECOND READER	H ADVANCED THIRD READER	
FOURTH GRADE — four years beyond kindergarten	G BEGINNING THIRD READER	BEGIN INTERMEDIATE GRADE CURRICULUM	
	H ADVANCED THIRD READER		

GROUPING WITHIN THE SCHOOL

Continuous development program

There is flexibility among the groups:

A group may consist of one, two, or three levels.
A pupil is usually moved to another group if a teacher, or the evaluation process shows him to have made satisfactory progress.

Planning sessions for schools anticipating the change to the continuous development program should include staff participation in the following:

breaking the primary years into a number of levels of competency
composing a list of the goals to be reached at each level
indicating time blocks to be accepted as average for each level
selecting criteria to be used in determining pupil readiness for moving from level to level
arranging mechanics of progress from one level to another when a pupil is ready—not at a formal promotion time
deciding upon some means of bridging the gap for pupils who are ready to leave one level and are a little behind the group working at the level above
designing an instrument to be used in reporting to parents
setting the dates for parent-teacher conferences and for a mid-year progress report
devising a chart for keeping individual records of children's progress in fundamental skills
preparing informative printed material and scheduling meetings for the purpose of presenting the program to parents.

THE PRIMARY LANGUAGE ARTS CLASSROOM

A HAPPY ENVIRONMENT

Children learn best in a pleasant, happy environment. An elementary classroom should combine the best features not only of the home and the school but also of the library, workshop, museum, laboratory, and study. Rooms containing movable furniture lend themselves to a variety of arrangements and are very satisfactory for children in the elementary grades. The room arrangement should facilitate the teaching-learning situation with the consideration of such factors as health, convenience, flexibility, and beauty.

Change a drab room into a "living room" by providing:

- attractive curtains
- plants
- bulletin boards
- exhibits
  - (frequently changed)
- a science corner
- a library table that offers a variety of reading materials

Stimulate the interest of children in their own work and the work of the class by—

- helping them to display their work attractively
- guiding them to present their contributions to the class meaningfully:
  - a favorite toy, game, or hobby
  - the book of the week
  - souvenirs.

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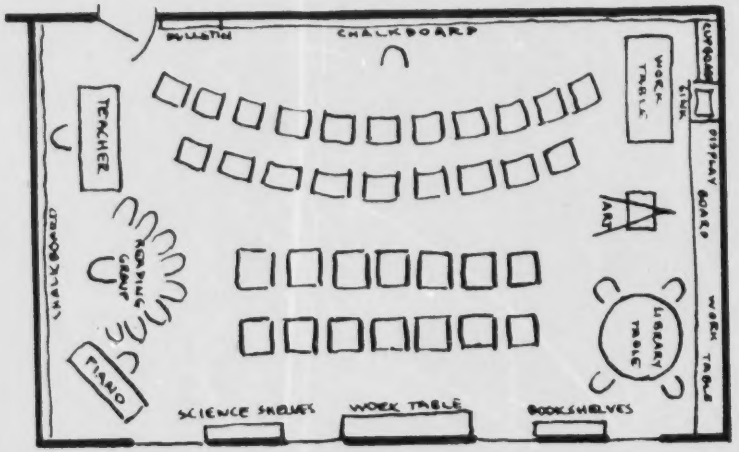
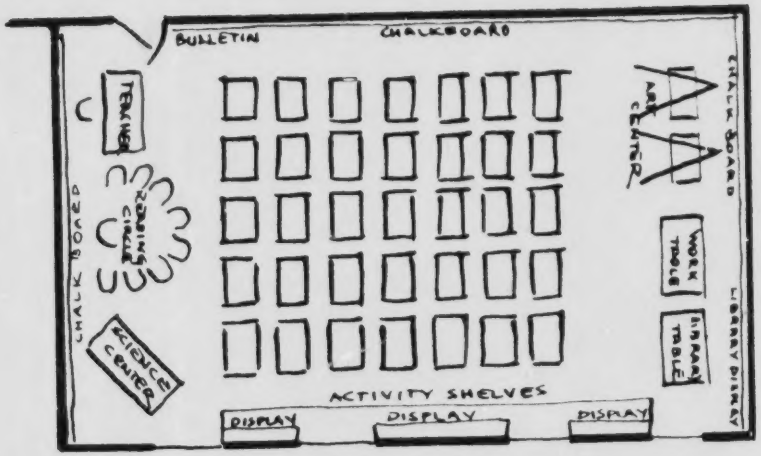
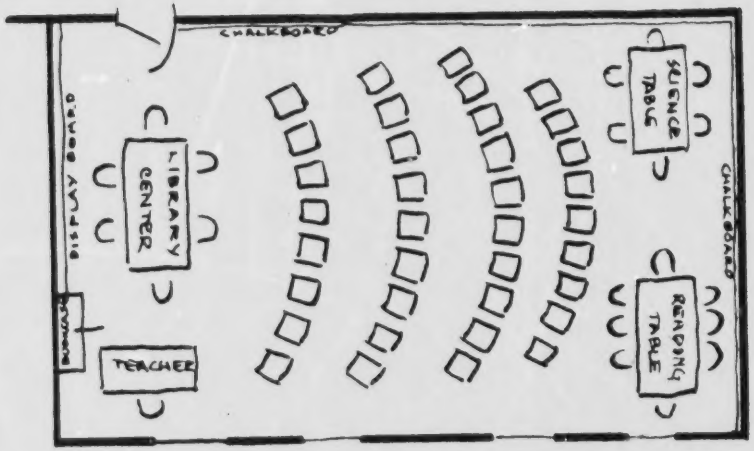
THE CLASSROOM

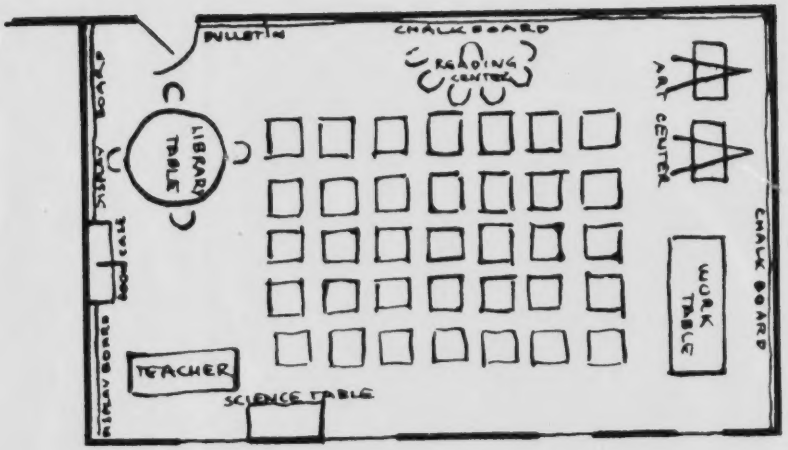
AN INFORMAL CLASSROOM ARRANGEMENT
MOVABLE DESKS - PRIMARY ROOMS



A FORMAL CLASSROOM ADAPTATION
FIXED SEATS - PRIMARY ROOMS







PHYSICAL FEATURES

Heating and ventilating

While teachers do not have the full responsibility for all important aspects of heating, ventilating, lighting, and seating; they can assist in the following ways—

- checking the room temperature regularly and maintaining ventilation appropriate to the weather
- instructing the children to remove excess clothing in the classroom: rubber boots, outdoor coats, sweaters
- making sure that children sitting near the windows are not in a draft

Lighting

- keeping the window sills free from books and other objects which obstruct natural light
- adjusting window shades to meet changing light conditions
- using artificial light when needed (The windowless sides of the classroom sometimes require artificial light although the entire room does not need it.)
- remembering to stand at the front of the room or at the side of the room away from the windows when talking to the class
- washing the chalkboard as needed

Seating

- providing adequate space between tables and chairs or desks to permit freedom of movement
- having one or more plans in lower grades for rearrangement of furniture to provide large activity area
- providing centers of interest in addition to desks, tables, cabinets, and chalkboards in an elementary classroom.

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PHYSICAL FEATURES

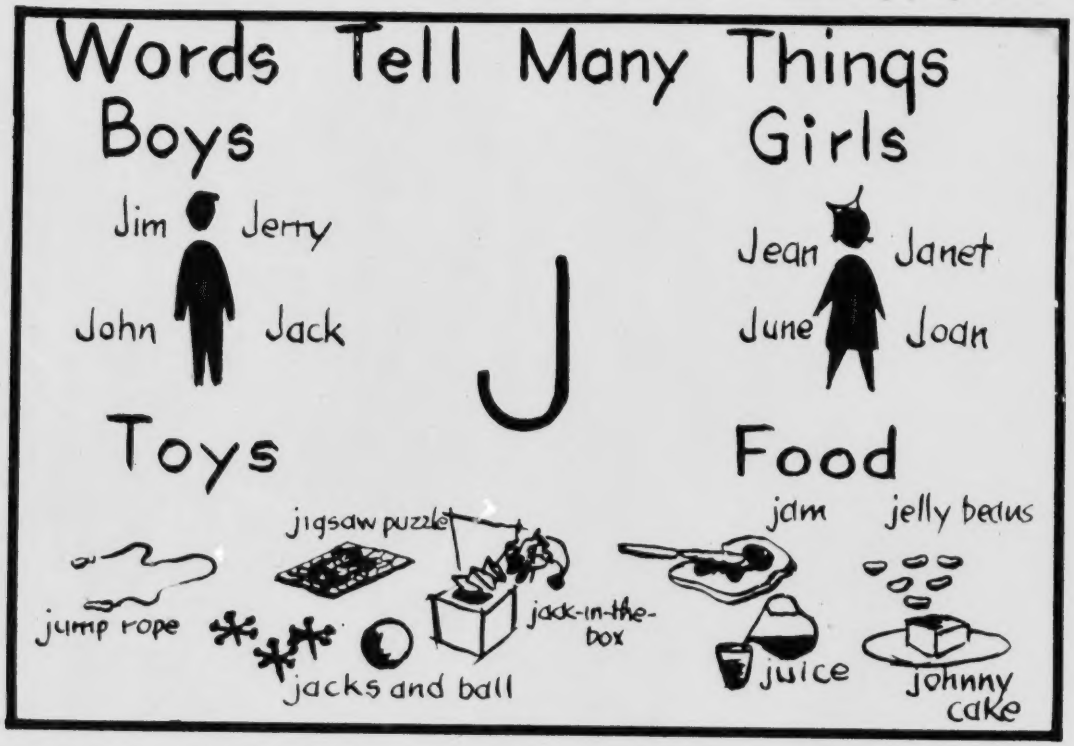
Centers of interest

The teacher should organize materials, furniture, and equipment to provide:

- a library center with an attractive, interesting collection of books and an informal, pleasing seating arrangement
- a science center with pets, plants, science collections, and hobby displays
- an activity center where games, puzzles, construction supplies, and other materials that children may handle and use are invitingly displayed
- a reading center where small groups may engage in work-type reading, word study, discussion, and leisure-type reading.

Bulletin boards

The teacher should use carefully planned and executed bulletin boards for the display of current projects and children's work for direct teaching purposes.



GROUPING WITHIN THE CLASSROOM

The need for grouping is due to—

the range of individual differences among the members of a class

Example: In a first-grade class, some pupils may be considerably below the mental age of six years while others may be considerably above the mental age of six years.

the range of differences within the abilities of an individual in the various aspects of the language arts

Example: One child may have high ability in speaking, average ability in reading, low ability in spelling

the desire for effective and economical use of effort and time in teaching and learning.

Point of view

Grouping should be flexible and should follow the needs of the pupils as determined by evidence of achievement. Grouping is for teaching specific things to specific children as they may need it. Regrouping and cross-grouping (individual pupils joining with another group) provide the teacher with the opportunity to:

organize the class according to achievement levels

reteach individuals who have not learned

give extra guided practice to pupils who have not as yet established correct habits

teach those who have been absent when the material was originally presented.

Grouping is not a method of teaching. Grouping demands a variety of teaching procedures and should be considered as a way of organizing children of similar interests, needs, and/or achievements. Grouping, properly used, should promote both teaching and learning. Opportunities should be provided for the slow, the average, and the above average in each classroom, regardless of the range of the ability in the class.

GROUPING WITHIN THE CLASSROOM

Point of view

It is important that the teacher consider all data available. Bases for grouping are provided by:

- cululative records
  - school history
  - academic progress
  - attendance records
  - teacher judgment
- test data
  - intelligence or potential capacity to learn
  - readiness
  - achievement
  - personality and diagnostic tests
  - interest inventories
  - rating scales
- health records
  - medical and dental history
  - hearing and vision tests
- scattergrams or aptitude achievement charts indicating relationship between achievement and mental age
- interviews.

Number of groups within a class

Number of groups within a class is determined by the range of abilities and the learning pace of the members of the class. Three or four groups provide the basic organizational pattern but, as the teaching-learning process develops, the need for extra sub-groups for remedial work and drill in specific skills will become apparent. Membership of groups should be kept flexible so that pupils may progress from one group to another as the need arises.

The teacher should provide opportunities for groups to work together and share their experiences.

It is important to remember that programs will vary even at the same grade level. Each teacher must study his pupils and then plan the program and the groupings that will best fit their needs.

GROUPING WITHIN THE CLASSROOM

Motivation of groups

Groups are motivated best when they are guided by:
- many successful experiences
- much encouragement
- a realization of progress toward a reasonable goal.

The teacher and pupils together should initiate procedures by planning the following:
- daily routines
- arrangement and care of classroom
- wise use of time and materials
- provisions for groups or individuals who finish assigned work
- units of work
- participation in school enterprises.

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Adaptation to group needs

The specific characteristics of the various groups call for adaptations—

Slow groups need:
- slow pace in the presentation of new concepts and skills
- direct, simple, and positive presentation of ideas and rephrasing of directions for clarification
- much repetition and practice to establish habits
- careful attention to the development of a longer span of attention
- emphasis in the use of concrete materials
- activities that integrate new learning with past learning
- guidance toward the exercise of judgment
- guidance toward the formulation of generalizations.

GROUPING WITHIN THE CLASSROOM

Adaptation to group needs

Average groups needs:
- a pace that sustains interest in the presentation of new concepts and skills
- sufficient practice to establish habits
- opportunities to formulate generalations
- much use of concrete materials
- opportunities to exercise judgment
- enrichment activities that require the use of past and present skills and concepts.

Superior groups need:
- faster pace in the presentation of new concepts and skills
- opportunities for the "discovery" of answers by individuals
- less time on concrete presentations
- greater challenge to abstract reasoning
- many activities that provide for individual integration of past and present learning
- more opportunities to exercise independent judgment
- added stimulation derived from varied and independent activities for individuals.

Program for grouping

The program for grouping requires—
- careful planning for independent work at the ability levels of the pupils through the use of:
  - chalkboards for handwriting exercises, directions for desk work exercises, and opportunities for creative compositions
  - interest centers for individual or committee work in reading, science, social studies, and mathematics
  - selected workbook or duplicated exercises for practice in the development, extension, and maintenance of needed skills and concepts
  - individual challenging projects.

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INDIVIDUAL DIFFERENCES

Point of view

To develop to the fullest the potentialities of each individual is the goal of the educational program.

The basic philosophy in providing for individual differences is not to reduce the differences to a common denominator, but to cultivate these differences to develop each child to the fullest. Grade level norms as standards do not represent the ultimate goal. Differences in individual ability are assets, not liabilities.

Program for growth in independent work habits

A program for growth in independent work habits requires that the teacher:

- set a minimum amount of independent work for each pupil
- encourage each child to achieve at his best level
- check frequently to avoid repetition of errors by a pupil and to assure his steady progress
- provide each pupil with a record of his accomplishments.

Program for self-evaluation

The illustrations below are suggested means of providing the individual with:

- a picture of his own progress in independent work
- a feeling of accomplishment
- a basis for teacher-pupil evaluation.

Willing Workers Chart

Pupils' Names	Weeks 2nd	3rd	4th	5th	6th	7th
	✓					
	✓					
	✓					

Wall Chart

Individual Pupil Record Card

front

Name				Name.....			
Reading		Writing		Spelling		Original Stories	
9/10	9/12						

date begun ↑ date finished ↑

back

From the individual work cards, let each pupil mark a check after his name on the class chart for work completed that day. On Friday, put a colorful sticker or stamp where there is at least one check for each day.

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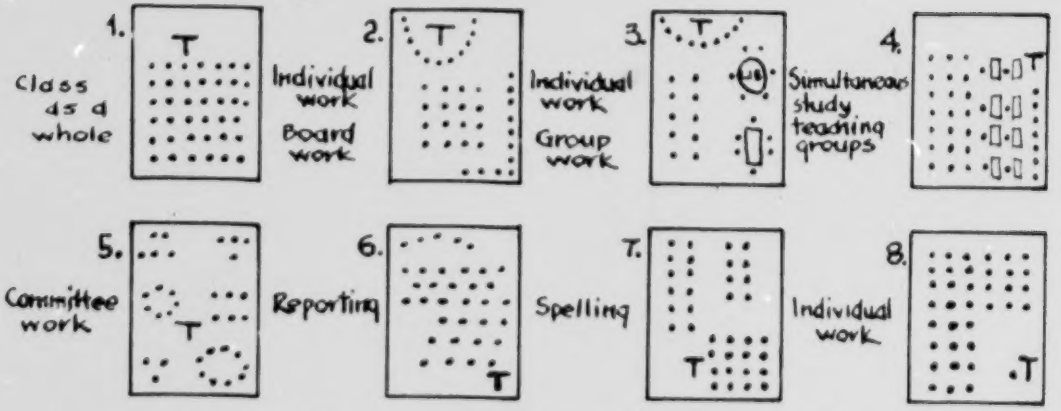
ORGANIZATIONS FOR TEACHING AND LEARNING[1]

The teacher's role changes to meet the needs of the children.



The teacher's part in each of the organizations shown above is as follows:

1. Teacher develops a lesson.
2. Teacher leads a primary reading lesson and provides activities for the other pupils.
3. Teacher provides additional activities for rapid learners.
4. Teacher teaches or reteaches one group and guides others in relation to independent work.
5. Teacher guides committee activities and helps each committee.
6. Teacher and class hear a committee report.
7. Teacher pretests one group while other children study.
8. Teacher helps one child while others work independently.

[1] Adapted from the Bureau of Elementary Curriculum Development, New York State Education Department.

THE DAILY PROGRAM

Teacher planning

The daily program as planned by the teacher serves as a guide for organizing activities in a balanced fashion. Time allotments have been established for the various subject fields at each grade level. Large blocks of pupil time should be utilized to provide an integration of subjects.

Teacher-pupil planning

Daily teacher-pupil planning develops language skills, feelings of cooperation, and a sense of responsibility among pupils. It is a procedure that motivates pupils to accomplish the tasks which they themselves have planned.

Some children will need more time than others to complete the same assignment, but each child should be encouraged and helped to develop a feeling of responsibility for the completion of his own work within a time span that is reasonable for his abilities.

Flexibility

The program should allow for emergencies and special events, such as fire drills and assembly programs. Problems or interests which arise unexpectedly frequently are of such a nature that they can be used to provide significant and worthwhile learning experiences. The wise teacher knows the kinds of events that may occur—birthday celebrations, Halloween parties, Thanksgiving feasts, Arbor day activities, the first snowfall, a new child in the class. The wise teacher knows what events are worthy of a unit of study and which should be given only a few minutes of discussion. He is ready with questions and activities that will help the child get the maximum of learning from the "interruption."

Consistency

A flexible program does not eliminate planning. Certain things must be done at the regular time and in some respects, in the same way. Children need and like some routine. Plan certain activities every day at a certain time.

Variety

Periods of concentrated mental work should be followed by periods of physical activity. There should be an opportunity during the day for children to choose from a variety of meaningful activities; some should be of the type that they

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THE DAILY PROGRAM

Routine

can do independently. These activities are not to be confused with "workbooks." Pupils should learn to make choices and abide by their decisions. The program should meet the needs of children. Work on different levels should be provided for the various groups within the class.

Give children a feeling of security by making clear what is expected of them. Routines should be established early in the school year and consistently followed. Discuss with the pupils on the first day the various procedures to be followed.

Plan a "room management" committee to help with the various tasks in the room. Provide places where children may store their belongings. Develop responsibility for putting materials away and for keeping the classroom neat and clean.

Help children become independent in the care of their wraps and other belongings. Encourage each child to accept his responsibility for a safe and attractive classroom.

Time allotment

In kindergarten approximately one-third of the day is devoted to the language arts. The following chart is an excerpt from the "Elementary School Weekly Time Distribution," which appears on page 8 of the Teachers' Lesson Plan Book.

Minutes	Grade 1	Grade 2	Grade 3
maximum	900	865	700
minimum	850	800	625

NOTE: Pupils who are not achieving at grade level in the language arts require the maximum time.

Teacher-pupil planning sessions can be valuable oral language periods in which children learn to discipline their listening, thinking, and speaking to fit the group's needs——

Ruth Strickland

A PROGRAM OF EVALUATION

EVALUATION—PRIMARY LEVEL

Point of view

Evaluation is an integral part of any instructional program. It should be comprehensive and directly related to the objectives of the language arts program. Types of evaluation are:

- teacher appraisal of pupils' daily performance
- teacher-pupil evaluation (individual work folders)
- pupil self-evaluation (check lists)
- written test (teacher-constructed tests, essay tests, and standarized tests).

The teacher should use all of the means of evaluation described above in his comprehensive evaluation of the pupils' progress. As pupils mature, they should play an increasingly greater role in self-evaluation.

Purpose of evaluation

Teacher evaluation of self, pupils, and/or the program may provide:

- a basis for planning the instructional program for a group
- a means of improving teaching methods used with a particular group or individual
- a basis for grouping within a class
- a knowledge of pupil achievement
- an indication of the strengths and weaknesses of pupils in particular areas of the language arts
- a record for accurate reporting.

EVALUATION—PRIMARY LEVEL

Standardized tests

Standardized tests are <u>one</u> important means of evaluation used by the primary teacher. A careful study of pupils' performances on standardized tests provides one source of information upon which the teacher can:

- appraise pupil achievement in relation to expectancy based on ability
- diagnose the strengths and weaknesses of individual children and of the class in ability and achievement
- group children for instruction
- plan the instructional program and select appropriate materials
- select reading material for independent reading in children's literature and in the content areas.

Teacher-constructed tests

Teacher-constructed tests at the primary level should be predominantly objective in nature. They should be administered in a manner which inspires both respect for tests and a feeling of assurance in one's ability.

Primary teachers should endeavor to construct tests which:

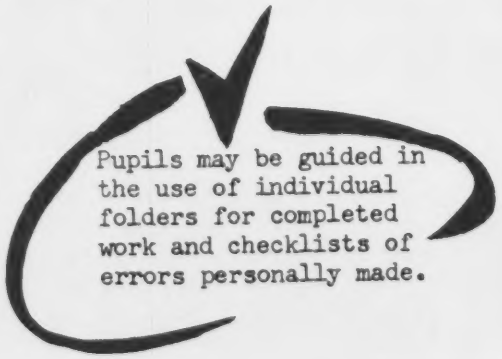
- are simply stated and easily executed by the pupil
- include only those types of questions (completion, multiple-choice, matching, true-false) with which pupils have had instruction in class situations
- are valid, testing that for which the test was constructed
- are adequate, covering the area for which the test was designed.

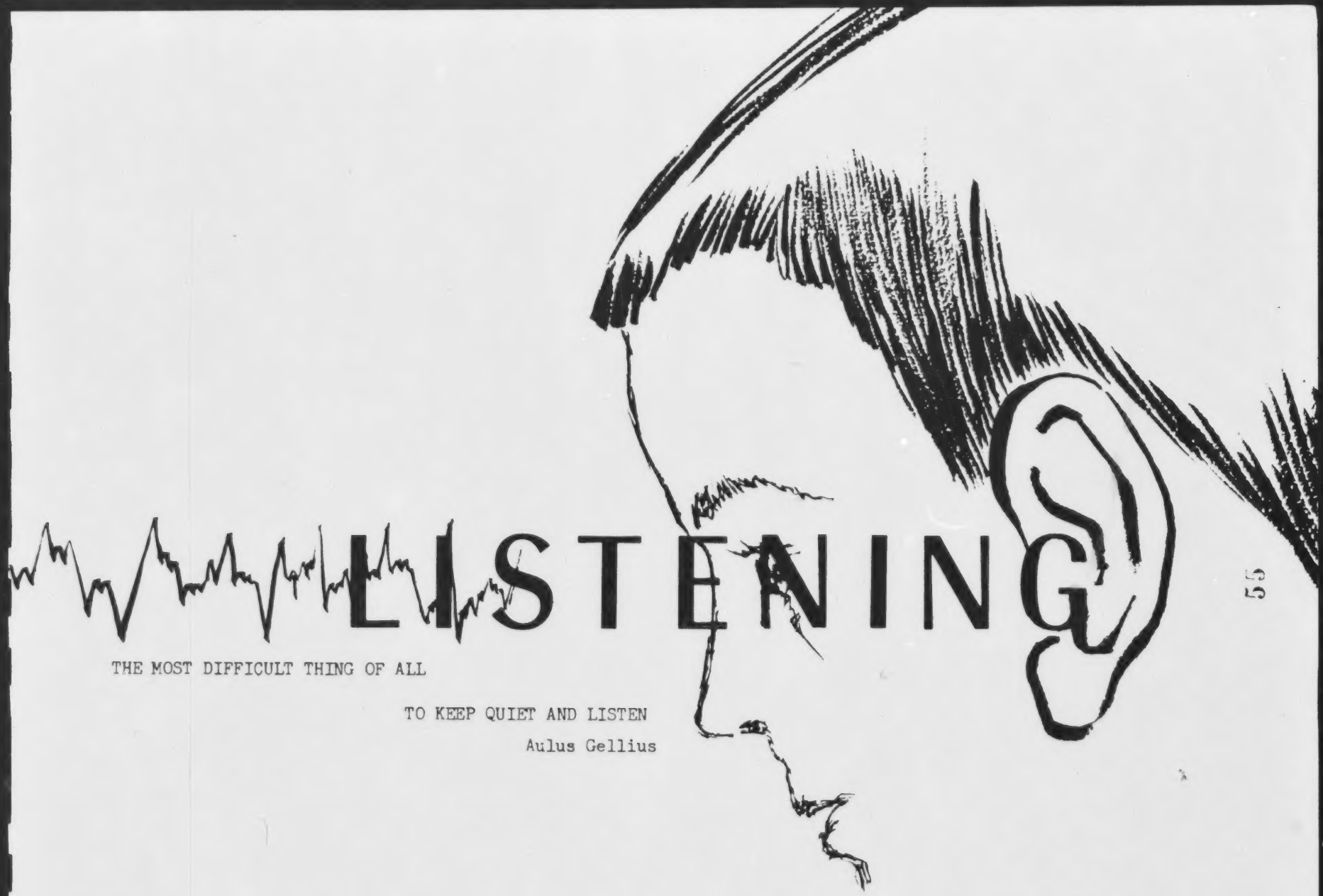
Pupil self-evaluation

Pupil self-evaluation at the primary level, by necessity, must be teacher-guided. It should be related to the pupil's degree of maturity and his feeling of security in the school situation.

Sound principles of good mental health must be observed. The primary pupil should be guided to look upon his activities as:

- a means of progress toward desirable goals
- a means of measuring improvement
- an approach to standards.





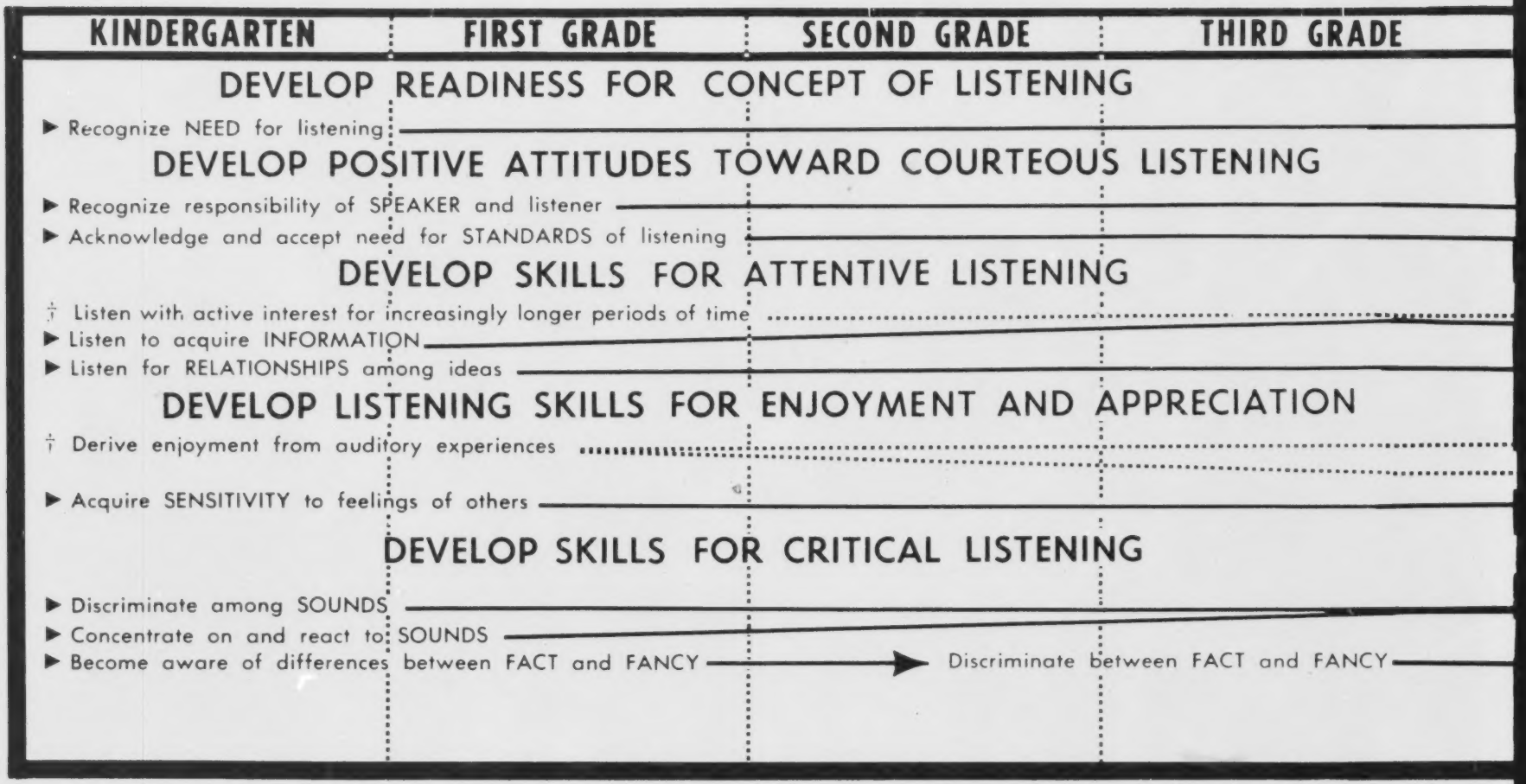
LISTENING

THE MOST DIFFICULT THING OF ALL

TO KEEP QUIET AND LISTEN

Aulus Gellius

OVERVIEW OF THE

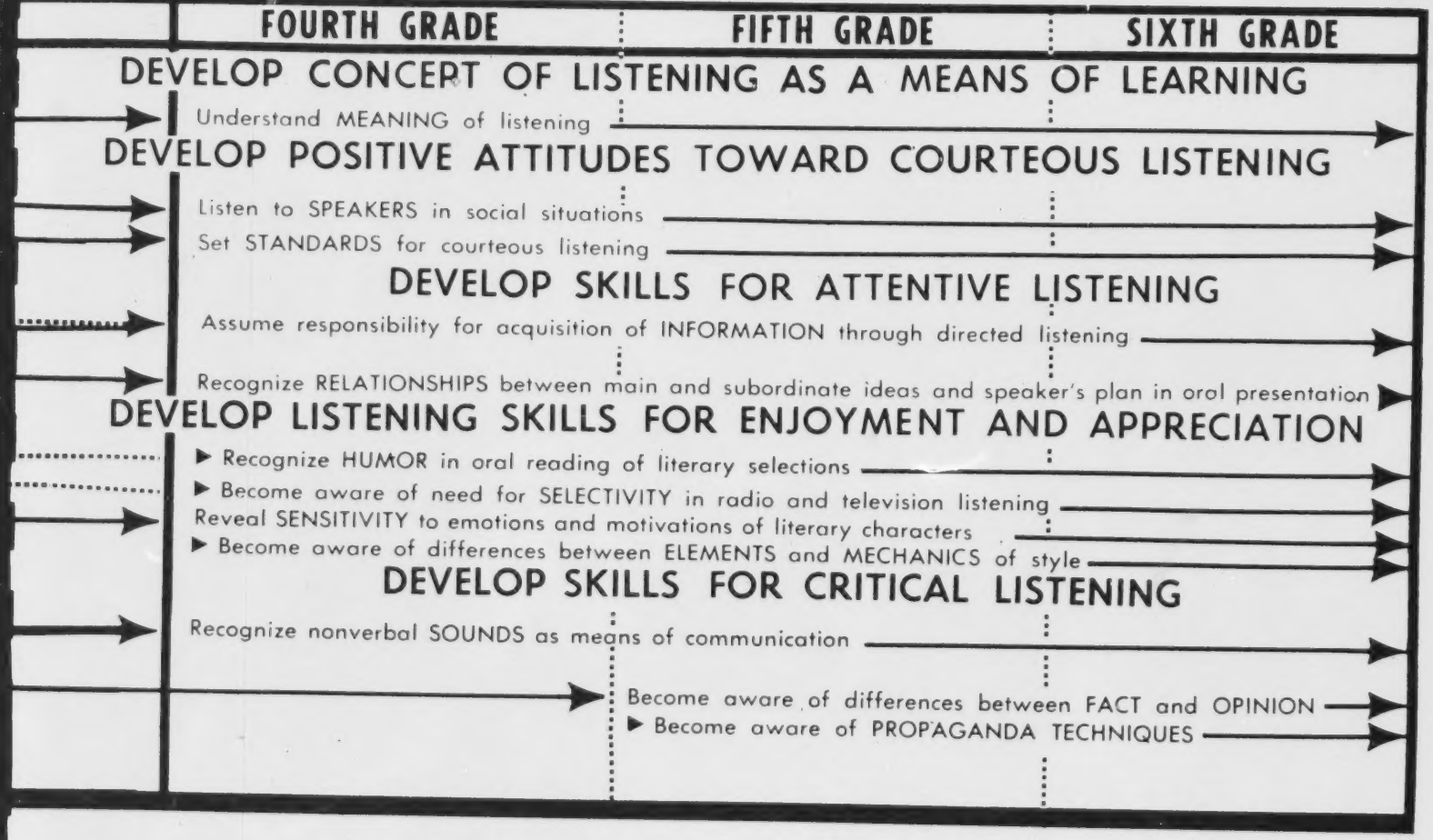


KEY

General objectives of the K-8 program--Centered and all capitalized words

Specific objectives of each level--Upper and lower case with points of emphasis capitalized

LISTENING PROGRAM, K-6



Readiness
Extension of readiness stage .....
Suggested point of formal introduction ▶
Development and extension →

Grid for designation of primary, intermediate, and upper grade levels

Grid for designation of grades

Listening is a Responsibility

Good listening is one of the most important and most frequently used arts today and should be developed at all levels of instruction. Every teacher of language arts should provide learning conditions and use techniques which help to develop growth in the listening abilities of pupils.

Emphasis on listening skills should occupy a definite segment of the time devoted to the language arts program. However, the four phases of language arts—speaking, listening, reading, and writing—are so closely integrated that no single phase is completely independent of the others. Therefore, special listening experiences are provided within the framework of the total program, rather than in relation to each phase of it. Thus, listening becomes an integral, purposeful part of all on-going learning situations.

Much energy has been expended in encouraging pupils to listen in order to learn. Within more recent times, the attention of educators has turned to the providing of a definite program through which pupils may learn to listen effectively. It is important to note, however, that one of the most effective means of improving listening habits of pupils is through the example of the teacher.

Thus the teacher has a fourfold responsibility: (1) to provide opportunities for the pupils to develop and extend the techniques of attentive and appreciative listening, (2) to introduce listening skills for critical thinking, (3) to exemplify the ideal listener in pupil-teacher relationships, and (4) to organize his language, and particularly in giving assignments and directions, to make it possible for children to listen and understand the directions and assignments.

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CHECKLIST 44

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OBJECTIVES

DEVELOP READINESS FOR THE CONCEPT OF LISTENING

Recognize NEED for listening

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Interest children in listening through the use of many media:

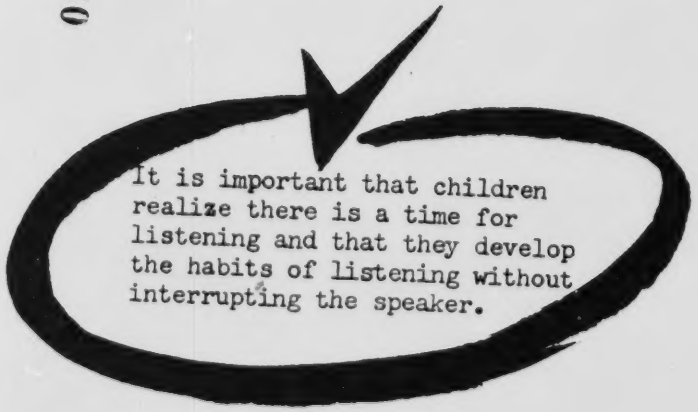
radio	films and filmstrips
television	rhymes
literature	dramatizations

Provide opportunities for pupils to develop an understanding of the need for listening.

Show the need to listen in relation to everyday situations:
- following safety instructions
- identifying initial, medial, and final sounds of words
- becoming acquainted with people
- enjoying stories and poems
- gathering information and following directions
- taking part in conversations and listening for acceptable speech patterns.

Provide a climate conducive to good listening by:
- planning a cheerful room
- arranging seating to give each child the best seat in relation to his needs—placing shorter children and those with auditory and visual defects close to the front of the group; providing for social and emotional needs
- using a well-modulated voice
- being a good listener.

Use a consistent and pleasant method of securing pupils' attention. Primary children establish the habit of giving their attention if the teacher is consistent in his use of signals. For example, playing a melody on the piano until it becomes familiar, can then be used to mean, "Stop, work, and listen." A music box, a triangle, or a bell are other devices that may be used to obtain children's attention. Later this attention to mechanical techniques will be transferred to vocal directions given by the teacher.



PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Listen to learn the names and the interests of classmates.

Learn the safest way to cross the street by listening to the patrol captain tell about the safe ways.

Learn new games by listening to the teacher or a classmate as directions for the game are told.

Find the way to the school office by following the teacher's directions.

Bring a storybook to school to be read aloud by the teacher for class enjoyment.

Recite a poem for the enjoyment of classmates.

Listen to records to hear and enjoy music and stories.

Become familiar with the symbols that represent number values by listening for information about numerals.

Learn to listen for other information, such as children telling the class:

how Mother makes fudge
how one takes care of the goldfish
how one makes a papier-mâché animal.

Take part in conversation by becoming acquainted with what is being discussed through listening carefully.

Be sure children understand that each listening activity has a specific purpose.

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Dawson, Mildred A., et al. Guiding Language Learning, pp. 177-191.

Greene, Harry A., et al. Developing Language Skills, pp. 97-99, 251-56.

Monroe, Marion. Growing into Reading.

Shane, Harold G., et al. Beginning Language Arts Instruction with Children, pp. 87-93.

Curriculum Guide for the Social Studies, Vol. K-3.

Tidyman, Willard Fred, and Butterfield, Marguerite. Teaching the Language Arts, chap. iii.

Witty, Paul, and Sizemore, Robert. "Studies in Listening—A Postscript," Elementary English (May, 1959), pp. 297-301.

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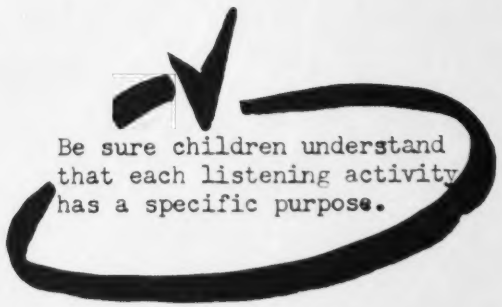
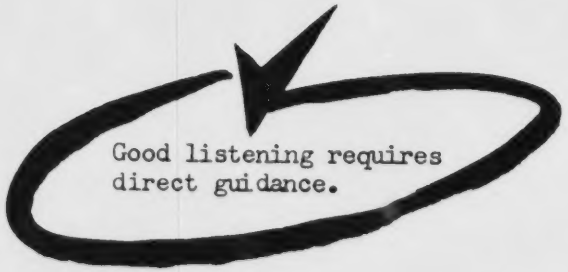


OBJECTIVES

DEVELOP POSITIVE ATTITUDES TOWARD COURTEOUS LISTENING

Recognize responsibility of SPEAKER and listener



Acknowledge and accept need for STANDARDS of listening

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Recognize growth in the pupils' listening skills; praise frequently in relation to specific evidence of good listening. For example, "You made the box exactly right, so I know you listened carefully."

Emphasize courteous habits of listening by preparing children for what they will hear and the reasons for attentive listening. "Set the stage."

Encourage children to be relaxed and think only of what the speaker is saying.

Create audience situations in which children need to listen, for example:

Have a make-believe concert using records or invite a child to play the piano. Everyone comes to the concert, sits quietly, and gives the proper kind of applause. When the concert is over, the children may discuss the program.

Give simple, concise directions for children to follow:

"Roll the ball to me, Mary."
"Skip to the window, Tom."

Train children to listen to an entire message or set of directions before reacting.

Teach the procedures involved in prompt reaction to both routine and emergency signals:

fire signal bells
air raid bells
dismissal and incoming bells.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Prepare for listening by learning and using proper habits. (The following ideas may be included in a chart:
Keep feet and hands quiet.)
Look at the speaker.
Listen carefully to what is being said.

Listen to the piano's "magic music" and do what it invites children to do. It may say stop; it may say come to the piano; or it may say sit down. Learn to recognize the tunes and what they mean.

Help their team be "best" by being courteous when teachers or classmates are speaking, and by using good manners in the auditorium.

Use good manners when going to the classroom concert by remembering to:
be on time
take a seat quietly
listen attentively to the performer
clap politely.

Help make a "good listener's" guide by drawing, or cutting from magazines, pictures to be pasted on a chart.

Train themselves to be courteous and accurate:
Listen to everything a speaker is saying before beginning to work, making a comment, or asking a question.
Find out where to go and what to do before starting on an errand.

INSTRUCTIONAL AIDS

CHILDREN'S LITERATURE

(Books)

Flack, Marjorie. Ask Mr. Bear.

Gag, Wanda. Nothing at All.

Lenski, Lois. Cowboy Small.

Petersham, Maud E. Box with Red Wheels.

Rey, H. A. Curious George.

(Poems)

Baruch, Dorothy. "Merry-Go-Round," "Popcorn Man," Time for Poetry.

Farjeon, Eleanor. "Mrs. Peck Pigeon," Time for Poetry.

Greenaway, Kate. "Jump! Jump!" Time for Poetry.

Rowe, Grace. "Cat Tale," Choral Speaking Arrangements for Lower Grades, Vol. K-3

Wylie, Elinor. "Velvet Shoes," Time for Poetry.

See Literature section in this curriculum guide for additional suggestions.

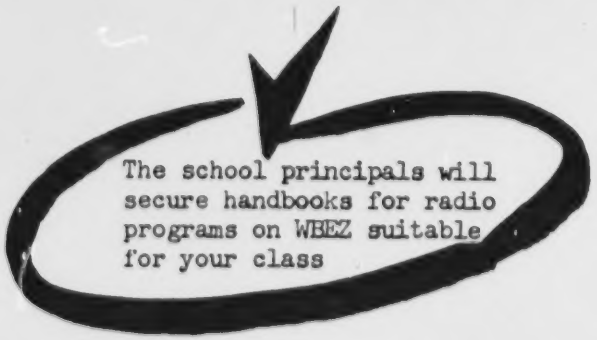
OBJECTIVES

DEVELOP POSITIVE ATTITUDES TOWARD COURTEOUS LISTENING

Acknowledge and accept need for STANDARDS of listening

DEVELOP SKILLS FOR ATTENTIVE LISTENING

Listen with active interest for increasingly longer periods of time and for increasingly difficult purposes



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Emphasize the importance of courteous listening by discussing:
the need to obtain directions
the need to become knowledgeable about subjects
the need to be courteous toward one another
the need to react correctly.

Prepare children to become part of a good audience by discussing:
listening attentively to a program
refraining from conversation with a neighbor
remaining seated during the entire program
sitting in a chair properly.

Hold the attention of the class by providing material at the interest and level of maturity of the children, and by using a carefully chosen vocabulary understandable to the pupils.

Prepare pupils for what they are going to hear and for what use they are to make of the information, thereby setting the stage and leading them into a listening mood. Emphasize the importance of knowing the purpose and things for which to listen. Allow time for questions, clarifying ideas children do not understand.

Provide "fun" activities that will require children to listen, such as a simple puzzle:
Draw a line on the chalkboard and make a dot above the middle of it. Ask one child to draw a line connecting the dot to one end of the line. Ask another child to join the dot with the other end of the line. Then ask questions, such as: "What does the drawing look like?" or "What can you make of it?" Use several dots.

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PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Learn to stop and listen the minute any emergency bell rings. Recognize and be able to explain the differences between the sounds of the air raid and the fire bells. Become cognizant of what to do in emergencies.

Listen to teacher's directions in order to make a gift or something to eat.

Listen to oral directions to make butter to use at a class party.

INSTRUCTIONAL AIDS

ANTHOLOGIES

Arbuthnot, May Hill. Time for Poetry.

Asbjornsen, Peter. East of the Sun and West of the Moon.

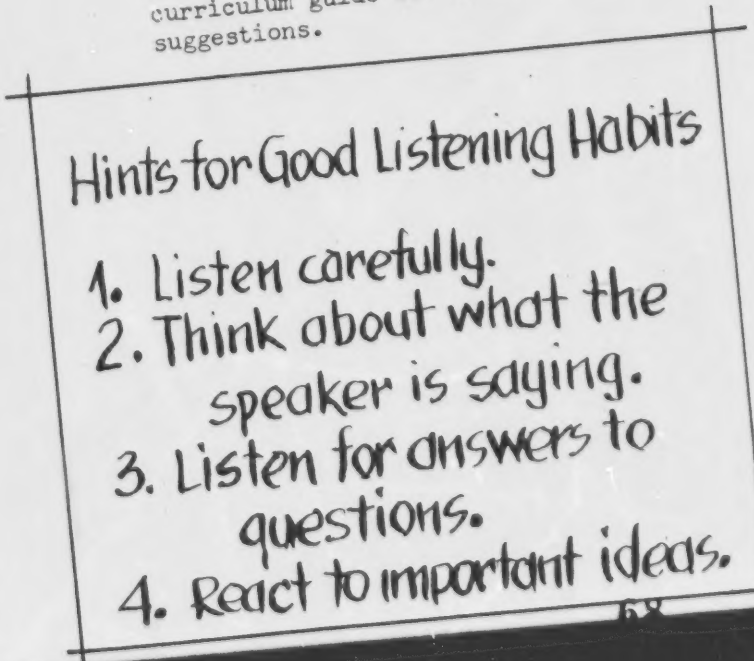
Child Study Association of America. Read-Me-Another.

_____. Read-to-Me-Storybook.

Dobbs, Rose. More Once upon a Time Stories.

Huber, Miriam. Story and Verse for Children.

See Literature section in this curriculum guide for additional suggestions.



OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP SKILLS FOR ATTENTIVE LISTENING	The teacher should—
Listen with active interest for increasingly longer periods of time and for increasingly difficult purposes	Strengthen listening skills by the utilization of oral directions for making a gift or preparing something to eat. Develop the children's ability to remember more facts by increasing the number of things to be remembered gradually and sequentially. Begin by telling one fact at a time. When children find it easy to remember one fact, increase to two facts. When two facts become easy to remember, go to three, etc. Give a one-step direction requiring action of some kind; increase the number of steps in the directions from one to two, etc.
Listen to acquire INFORMATION	Help children to realize the value of listening to obtain pertinent information. Tell a story with a significant sequence of events. Use felt board figures to emphasize the story sequence.
Listen for RELATIONSHIPS among ideas	Train children to listen for the main idea by telling a short, familiar story or personal experience. Have children try to tell the main idea of the story in one or two sentences. For example, tell the familiar story of "The Three Bears." A child may say, "It is the story of three bears and a girl called Goldilocks." Begin a "round robin" story. Point out how each event depends on the preceding one for its growth, excitement, and suspense.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

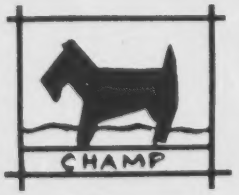
Retell a story told by teacher. Use felt board and put figures in sequence on the felt board.

Listen attentively to directions in order to tell what happened first, second, and last.

Play the recording of a story; take turns telling the most important part of the story. Play the record again; all listen carefully, and then each in turn tell two important things that he heard.

Listen to stories, such as the following:

I have a little dog whose name is Champ. He always runs to meet me. As soon as he sees me, he gets his ball. Every morning he runs to his toy box for a toy. Champ likes to run around and roll in the grass.



Answer these questions about the above story:

What is the main idea?
What is the story about?
What does Champ like?

Read two poems suggested by the teacher. Draw pictures or make a list of the things that are alike in the two poems.

Sit in a circle with several other children. One child may begin a story. After a few lines are given, the next child may continue the story and add his thoughts. Each child continues the story until the last child is reached; the last child must bring the story to a close.

INSTRUCTIONAL AIDS

AUDIO-VISUAL AIDS

(Filmstrips)

For ordering procedures, refer to Approved List of Filmstrips for Elementary and High Schools, Board of Education, City of Chicago.

Mother Goose Nursery Rhymes. Stanley Bowmar Co., Inc. color.

Primary Grade Stories, Set D. Midwest Visual Equipment Co. color.

(Records)

Optional records not listed on Board of Education lists.

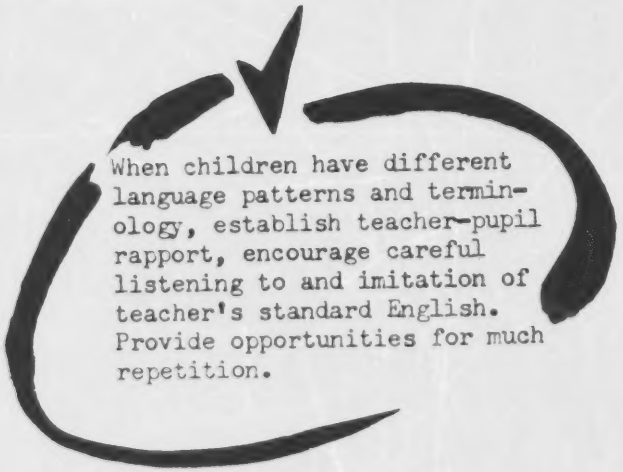
The Flying Mouse. Capitol Records. 45 or 78 r.p.m.

Little Red Wagon. Children's Record Guild.

OBJECTIVES

DEVELOP LISTENING SKILLS FOR ENJOYMENT AND APPRECIATION

Derive enjoyment from auditory experiences



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Read a descriptive poem. Have the children close their eyes and listen for the "picture" the poem paints. Let them tell what they saw.

Have children try to compare the verbal pictures of two familiar poems to distinguish likenesses and differences:
"Rain in the Night" versus "The Umbrella Brigade"
"The Little Kittens" versus "Cat's Tea Party"
"Our City" versus "Skyscrapers"

Read poems naturally and with sincerity. Avoid affectation. Help the listener to catch the true magic and spirit of poetry.

Provide a variety of voices and sounds to improve skill in discriminative listening by use of radio broadcasts, records, and films that appeal to children.

Select simple classics to read to improve listening tastes; read them repeatedly at various times during the year so the stories become familiar to the children.

Use audio-visual aids to improve the skill of listening when the speaker is not physically present. Television and motion pictures offer multiple sense appeal and are a resource of tremendous importance in the program.

Show illustrations through use of a feltboard, chalkboard, or mounted pictures to help children visualize what they are being told.

Set aside a part of each day for "story time." Children will look forward to this activity and, once established, the children will not allow the teacher to forget "story time."

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Listen to a rhythm record and interpret the music for the class through dancing or drawing.

Play rhythm records that tell them how to dance to the music. They may carefully follow the directions given on the record:
Hokey Pokey
Bingo.

Fold a sheet of large, white, unlined paper into four boxes and number each box. Think of a story that has been read, and in the first box, draw a picture of what happened first. In the second box, draw or write about what happened next.

Improve listening habits by:
- trying one's skill at repeating sounds made by the teacher or another child
- trying to follow directions exactly as they are given
- trying to reproduce rhythm as it is tapped out on a drum or a tom-tom
- trying to summarize a story heard on television, radio, or a record
- taping their original stories.

INSTRUCTIONAL AIDS

AUDIO-VISUAL AIDS

(Records)

Peter Cottontail. Golden Records.

Peter Rabbit. Peter Pan Records.

Put Your Finger in the Air. Columbia Records.

Rhyme Me a Riddle. Children's Record Guild.

The Selfish Giant. Decca Records.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP LISTENING SKILLS FOR ENJOYMENT AND APPRECIATION	The teacher should—
Derive enjoyment from auditory experiences	Read or tell stories. Most folk and fairy tales are best told in the storyteller's own words.
Acquire SENSITIVITY to feelings of others	Encourage the children to tell stories, but do not permit them to ramble as this encourages poor listening habits within the group. Use a sand timer occasionally; this should help keep children talking closely to the point of their story.
DEVELOP SKILLS FOR CRITICAL LISTENING	
Discriminate among SOUNDS	Read poems to develop rhythm and tonal quality, selecting poems that tell a story promoting appreciation. Provide activities to train children to listen critically and think more precisely about sounds. With their eyes closed, pupils listen to hear what the teacher is doing: tapping a pencil on a desk or a book playing the piano tapping on a triangle With eyes closed, children listen to the sequence of a pattern which the teacher is producing, and then they try to reproduce it, as: "tap, tap, rest, tap," or "tap, rest, tap, tap, tap." Play games with sounds of music. Have someone hide an object while several children close their eyes. The rest of the class watches but does not tell where the object is hidden. As children come close to the object, the teacher plays the music louder or faster; as they go away from the object, the teacher plays softer or slower. The audience may clap their hands instead of the teacher playing music.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Tell a story to classmates, before the sand in the hour glass goes down, about something that has happened at nome.

Choose a leader to bounce a ball. Everyone closes his eyes and listens to hear the number of times the ball is bounced. The child who answers correctly is given the next turn to be the leader.

Select ten children to be the Indians. Each child has a number from one to ten. Sing the song "Ten Little Indians." Children listen for their number and stoop down when tne correct number is heard.

Play the game "Doggie, Doggie." When eyes are closed, listen for the sound of the player's feet coming for the bone. The "dog" barks if footsteps are heard.

Recall all of the sounds heard on the records played by the teacher. Children may make a list of them to read to the class. Classmates may make additions.

See how many names of classmates or friends sound alike:
Mary and Perry
Dick and Rick
Tim and Jim.

INSTRUCTIONAL AIDS

AUDIO-VISUAL AIDS

(Records)

For ordering procedures, refer to Approved Text Book List for Language Arts Subjects, 1962-1965, Board of Education, City of Chicago.

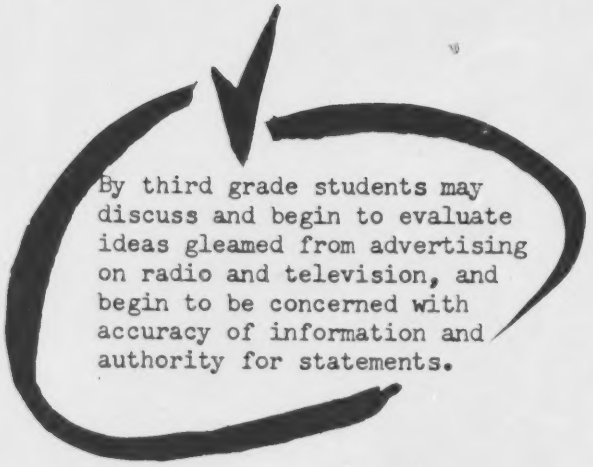
Poetry Time. Scott, Foresman & Co.

Sounds around Us. Scott, Foresman & Co.

OBJECTIVES

DEVELOP LISTENING SKILLS FOR CRITICAL LISTENING

Discriminate among SOUNDS



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Use records, such as "Sounds around Us" to help children to distinguish sounds.

Have children identify sounds that are far and near:
an airplane overhead
a door closing.

Provide opportunities for recognizing sounds heard outside the classroom:

children walking	trees rustling
traffic bustling	birds singing
wind blowing	

Provide opportunities for recognizing sounds heard inside the school:

doors opening	objects being dropped
feet moving in the hall	bells ringing

Play various styles of music on the piano or use records to have children try to tell whether "march," "skip," or "hop" music is being played.

Fill glasses with water to different levels and strike the glasses lightly in turn to hear differences in pitch. Help the children tell the difference between high sounds and low sounds and arrange the glasses in sequence.

Direct the finding of objects, as a music box, by teaching that sound is loud when one is near the object and soft when one is away from the object.

Read poems and stories that emphasize sound:

Title	Author
True Book of Sounds We Hear	Podendorf
Do You Hear What I Hear?	Borten
Shhhh....Bang	Brown

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PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Make a picture or word chart of sounds that are loud, sounds that are soft, happy sounds, animal sounds, or mechanical sounds.

Describe a sound to the class and have children try to guess what sound it is:

I am thinking of something that helps Mother clean. It is pulled and pushed and makes a kind of buzzing sound. Can you tell me what it is?
(The answer is the vacuum cleaner.)

Bring a shell to school and let classmates listen to the "sound of the sea."

Play a xylophone or the melody bells. Listen for the highest sounding note and the lowest note. If using melody bells, each of eight children may be given one bell to "play." After deciding which bell plays the highest note and which plays the lowest note, see if the others can be arranged to play the tones step by step up the scale.

Play "Find the Music Box." One child hides the box while another child blinds his eyes. The second child tries to find the box by listening for its music. All other children must remain very quiet in order for the sound to be heard.

Dramatize the story, "The Gingerbread Boy" or "Three Billy Goats Gruff." Decide which words should be spoken the loudes

Listen, with eyes closed, to a poem entitled "Ice," read by the teacher. Children will raise their hands without opening their eyes every time a word that sounds like ice is heard.

INSTRUCTIONAL AIDS

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP LISTENING SKILLS FOR CRITICAL LISTENING	The teacher should—
Concentrate on and react to SOUNDS	Have everyone think of one loud sound and one soft sound. Have children close eyes and identify specific sounds: a child clapping — a toy being wound a ball bouncing — paper being crumpled Teach the game, "Playing Train." Use the piano to denote action of the train. A chord means <u>stop</u>. Play the scale upward to make the train go forward. Play the scale downward to make the train back up. Record sounds and play them back for identification by children: the crumpling of paper the rubbing of sand blocks together the voices of children (guess who is speaking). Read descriptive poems and stories that have words picturing sounds: <u>Title</u> — <u>Author</u> Mrs. Peck Pigeon — Farjeon The Popcorn Man — Baruch Ice — Aldis
Become aware of differences between FACT and FANCY	Read many stories to children and help them to distinguish those incidents that are realistic from those which take place only in the world of "make believe."
Discriminate between FACT and FANCY	Encourage dramatizations of stories, both fiction and nonfiction. Have children prepare scripts, make scenery, and put together costumes.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Devise a game of sounds to try to "fool" other children. Bring sound-making objects from home or collect those about the room. Operate them behind a board so that others cannot see the objects but may have fun trying to identify them:

- a doll crying
- a toy wound up
- a whistle being blown
- scissors cutting

Participate in playing the "Whisper Game" with five other children:

Whisper to a classmate a sentence, like: "I like strawberry ice cream." The classmate whispers the message to the next child, and so on until it comes to the last player. The last child relays the message aloud. See what happens!

Bring and tell about magazine pictures showing the kinds of activities in which children engage when not in school:

- playing games
- performing chores about the house
- investigating nature.

Listeners may ask questions for more information.

Use imagination in preparing for dramatization of fiction plays. Scenery and costumes may be more exaggerated than for those prepared for nonfiction plays. Follow by class discussion of what could be real and what is "pretend."

INSTRUCTIONAL AIDS

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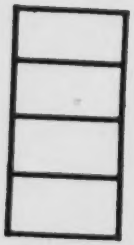
Are They Listening

HAVE YOU SET THE SCENE ?

Do they have background for what they are to hear?
Are the children listening for a specific purpose?
Are they seated comfortably?

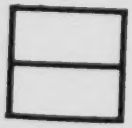
Are they looking at the speaker?



HAVE YOU TRAINED COURTEOUS LISTENERS ?

Do they observe the golden rule?

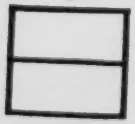
Do they follow what the speaker is saying?



HAVE YOU TRAINED ATTENTIVE LISTENERS ?

Do they follow directions?

Do they recall incidents accurately?



HAVE YOU TRAINED APPRECIATIVE LISTENERS ?

Do they comment on what is said?

Do they ask pertinent questions?

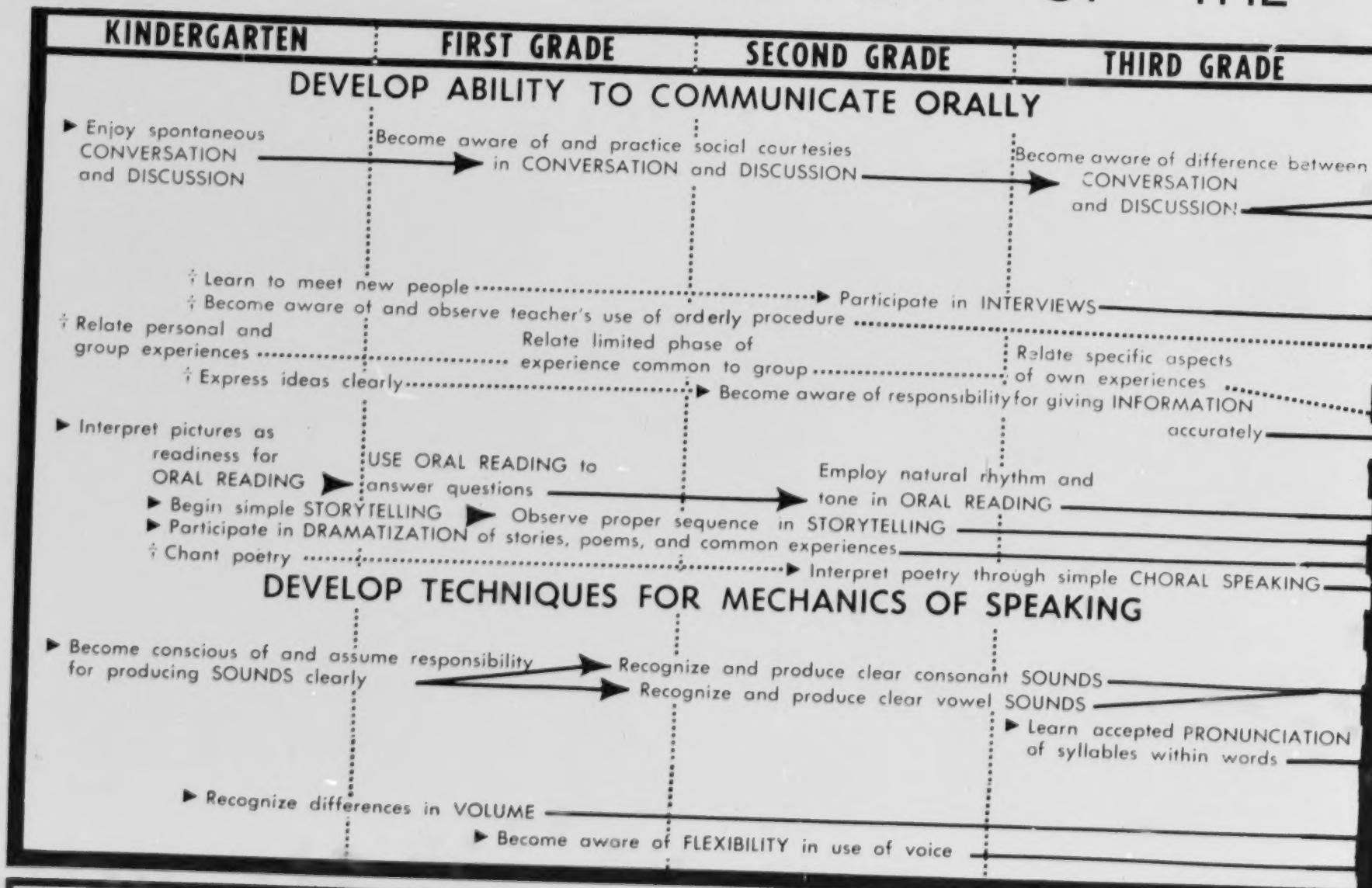
Can they evaluate the worth of what is said?

SPEAKING

SPEAK THE SPEECH, I PRAY YOU, AS I PRONOUNCED IT TO YOU,
TRIPPINGLY ON THE TONGUE.

William Shakespeare

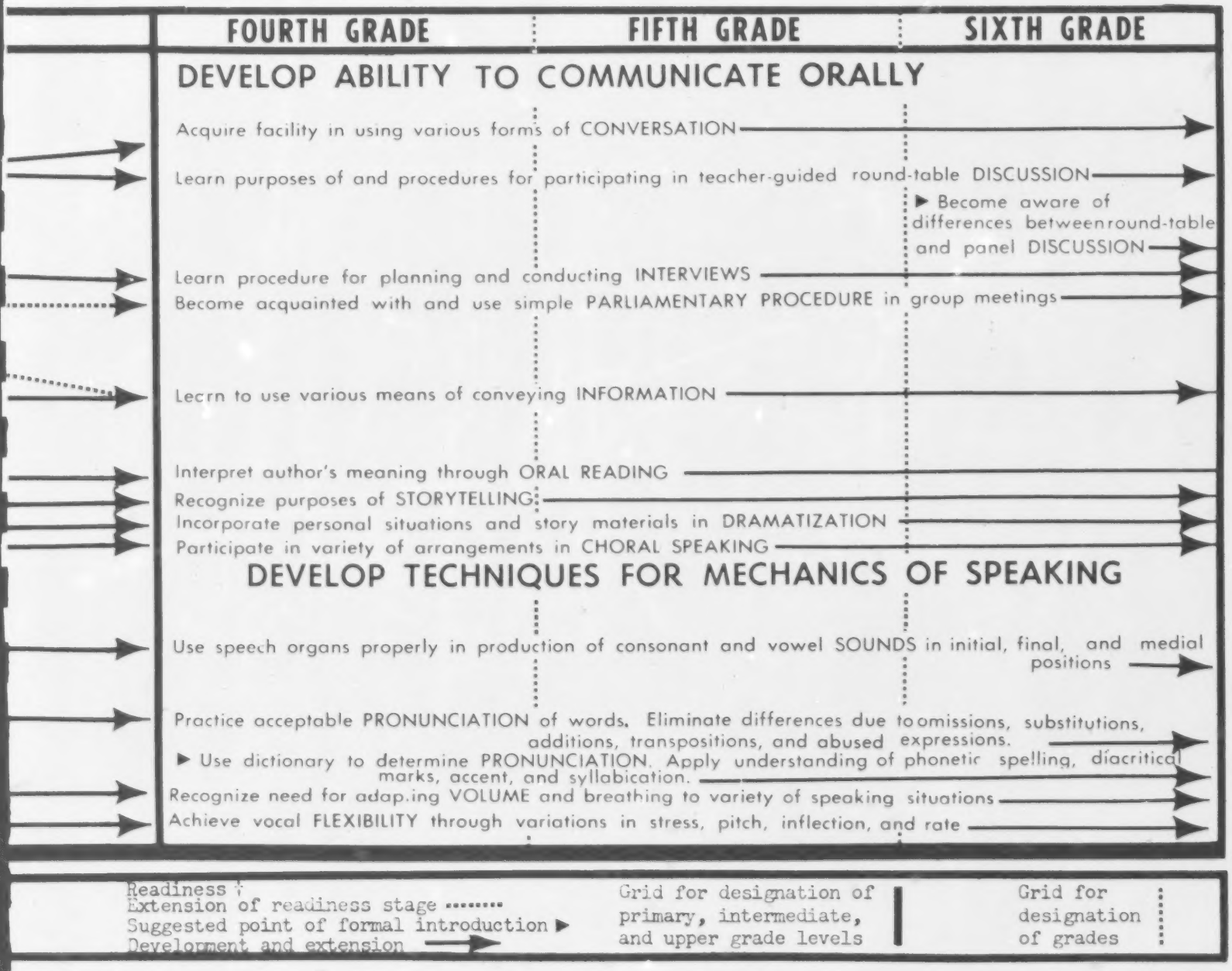
OVERVIEW OF THE



KEY General objectives of the K-8 program—Centered and all capitalized words

Specific objectives of each level—Upper and lower case with points of emphasis capitalized

SPEAKING PROGRAM, K-6



Speak To Be Understood

THE PROGRAM

The speaking program in the primary grades is an important part of the program of the language arts. Through carefully planned experiences, young primary children are guided toward friendly, spontaneous oral expression. With the practice which such a program provides, pupils:

- participate spontaneously and frequently in conversation and discussion
- develop social courtesies essential to discussion and conversation
- develop poise and self-confidence in speaking
- develop speaking vocabulary
- develop ability to speak understandably and effectively
- develop originality in expression.

The speaking program provides incentives to pupils to make constant improvements in the mechanics of speaking. These improvements include:

- noting and correcting one's errors in speech
- forming habits of enunciating clearly and pronouncing words correctly
- gaining voice control
- maintaining good posture.

THE CLASSROOM

An attractive classroom in which charts, bulletin boards, and interesting exhibits stimulate thought and conversation is important to the speaking program. An atmosphere which is free from tension and conducive to wholesome personal relations is essential to the development of skills in speaking. New ideas, enriching experiences, and interesting materials provide the basis upon which the speaking program is designed within each classroom.

Speak To Understand

THE TEACHER

Speaking is such an important aspect of teaching that the first consideration of every primary teacher is his own speech. It must serve as an example of good speech that sets the standard for each pupil in the class.

Primary teachers take great care to afford each pupil the benefits of a program in speech which considers individual needs, social standards, and curriculum requirements. It is important that the teacher conduct a program that is flexible enough to utilize the many practical situations that arise which provide meaning and purpose for conversations and discussions.

In the speaking program the teacher guides pupils towad realization that language conveys not only ideas but attitudes of people toward each other. Habits of courtesy in speaking are acquired through group participation in situations which are teacher-guided.

THE PUPIL

Speech is an important tool in the total development of each child. The ability to make friends, to acquire a sense of security, and to instill self-respect and mutual respect are, to a considerable extent, dependent on a pupil's ability to speak easily and well.

Through the speaking program children learn acceptable speech patterns, enlarge oral vocabularies, and become increasingly able to express ideas effectively. Achievement of skills in reading, writing, and listening are, to a great extent, based upon the pupil's development in speech.

LANGUAGE PATTERNS

Pupils whose speech patterns differ from those accepted as standard English require special help from the teacher. Every effort should be made to develop a feeling of acceptance, of security to develop genuine rapport between teacher and pupils. The "different" speech should not be rejected but rather "another way of saying it" should be the approach. As the child comes to identify with the teacher, he will accept and use the teacher's standard English.

CONTENTS

DEVELOP ABILITY TO COMMUNICATE ORALLY 52

Enjoy spontaneous CONVERSATION and DISCUSSION

Become aware of and practice social courtesies in CONVERSATION and DISCUSSION

Become aware of difference between CONVERSATION and DISCUSSION

Learn to meet new people

Participate in INTERVIEWS

Become aware of and observe teacher's use of orderly procedures

Relate personal and group experiences

Relate limited phase of experience common to group

Relate specific aspects of own experiences

Express ideas clearly

Become aware of responsibility for giving INFORMATION accurately

Interpret pictures as readiness for ORAL READING

Use ORAL READING to answer questions

Employ natural rhythm and tone in ORAL READING

Begin simple STORYTELLING

Observe proper sequence in STORYTELLING

Participate in DRAMATIZATION of stories, poems, and common experiences

Chant poetry

Interpret poetry through simple CHORAL SPEAKING

DEVELOP TECHNIQUES FOR MECHANICS OF SPEAKING 74

Become conscious of and assume responsibility for producing SOUNDS clearly

Recognize and produce clear consonant SOUNDS

Recognize and produce clear vowel SOUNDS

Learn accepted PRONUNCIATION of syllables within words

Recognize differences in VOLUME

Become aware of FLEXIBILITY in use of voice

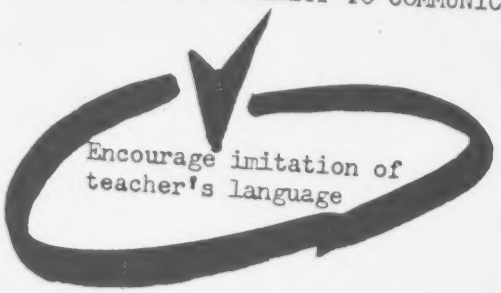
CHECKLIST 86

EXAMPLES OF WORDS COMMONLY MISPRONOUNCED IN GRADES 2 AND 3 87

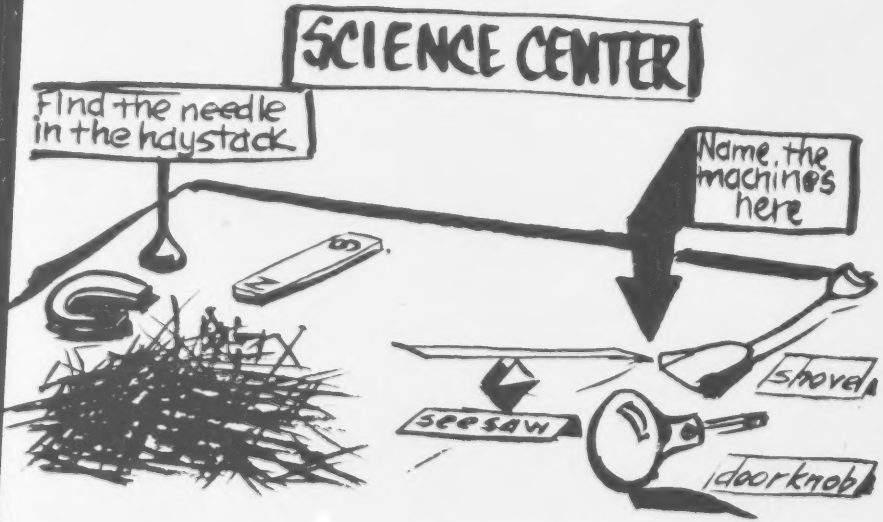
SPEECH DEVELOPMENT AT THE PRIMARY LEVEL 88

OBJECTIVES

DEVELOP ABILITY TO COMMUNICATE ORALLY



Enjoy spontaneous CONVERSATION
and DISCUSSION



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PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Make general plans for the speech program. Provide a friendly atmosphere in which pupils feel relaxed and free to express themselves. Encourage the immature child or the reluctant speaker to participate, but permit him to communicate through facial expression or pantomine until self-confidence and a sense of security are established. Be aware that pupils must have something they consider important to say before they are motivated to express themselves orally.

Encourage conversation and discussion by graciously accepting spontaneous remarks made by pupils when the remarks do not interfere with class procedure.

Utilize situations, activities, and centers of interest to stimulate large and small group conversation and discussion by:

arranging provocative displays on the bulletin board
showing pictures, films, and filmstrips that stimulate conversation
capitalizing on the activities that attend the care of a room pet
posting a question near the science corner
framing the jackets of a new library book.

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PRACTICES AND EVALUATION FOR PUPILS

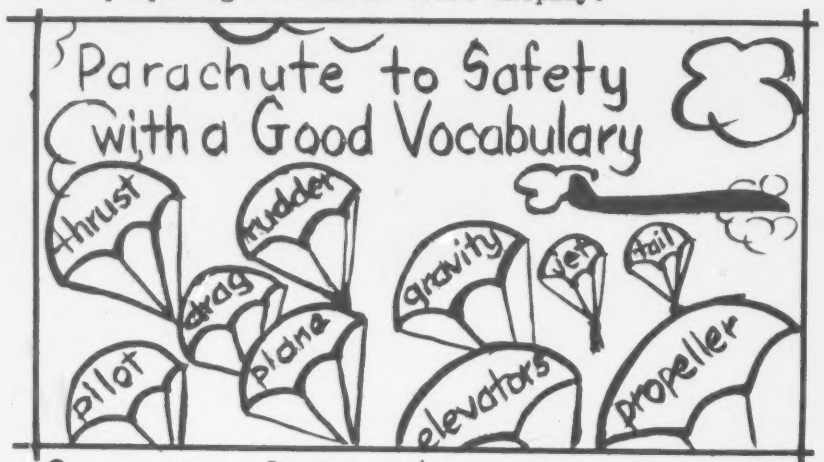
Pupils may—

Become increasingly aware of the pleasures afforded the speaker and the listener through oral communication by:
- telling amusing or interesting incidents
- giving pertinent reactions or suggestions
- offering original ideas or plans
- participating in conversations and discussions.

At appropriate times, feel free to talk in a well-modulated voice to the teacher and to members of the class to:
- exchange compliments
- offer congratulations to another on his good fortune
- make sincere apologies when appropriate.

Participate in expressing ideas orally on topics in safety, health, classroom regulations, and current events.

Become involved in working with others in:
- planning a program commemorating a holiday
- arranging a large booklet of creative writings
- preparing a bulletin board display.



100 Committee Prepared Bulletin Board

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Bailey, Matilda, et al. Language Learnings, Kindergarten, Grade 1, Grade 2.

Heffernan, Helen, and Todd, Vivian Edmiston. The Kindergarten Teacher. chaps. xi, xii, xv.

Monroe, Marian. Growing into Reading, chap. iv.

Pronovost, Wilbert, and Kingman, Louise. The Teaching of Speaking and Listening, chaps. ii, iii, vi, vii.

Rasmussen, Carrie. Speech Methods in the Elementary School, chaps. viii-xiv.

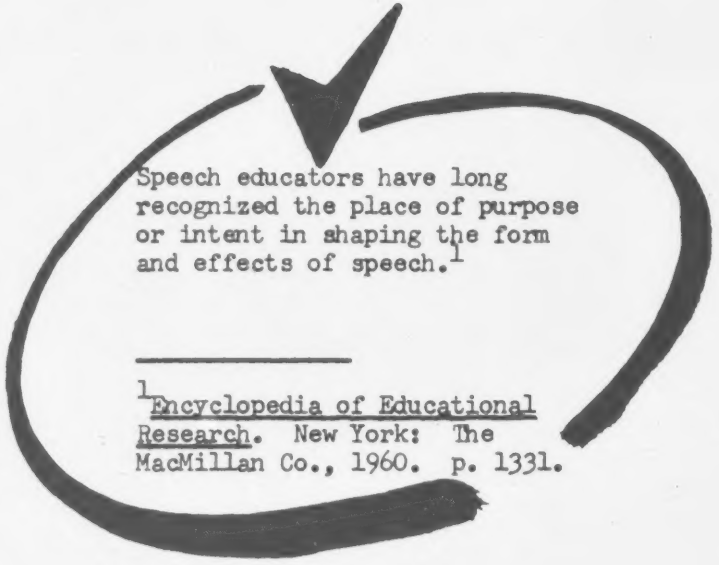
Shane, Harold, et al. Beginning Language Arts Instruction with Children, chaps. ii, vii, x, xi.

Van Riper, Charles, and Butler, Katharine G. Speech in the Elementary Classroom, chaps. i, ix.

OBJECTIVES

DEVELOP ABILITY TO COMMUNICATE ORALLY

Become aware of and practice social courtesies in CONVERSATION and DISCUSSION



Speech educators have long recognized the place of purpose or intent in shaping the form and effects of speech.[1]

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[1] Encyclopedia of Educational Research. New York: The MacMillan Co., 1960. p. 1331.

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Instill in children the social courtesies essential for large and small group discussions

Help children develop standards for conversation and discussion. As simple rules evolve through discussion, add them on a wall chart.

Guide pupils in forming courteous habits of:

listening attentively to others

waiting until another has finished before beginning to talk

refraining from conversation when someone is talking to a group

respecting the private conversations of others.

Provide opportunities that will give pupils guided experiences in social situations.

Make a practice of beginning and ending each day with warm good wishes. Encourage pupils to respond in unison. Occasionally, arrange for small groups or individuals to respond for the class.

Provide opportunities for pupils to extend birthday and holiday greetings to each other.

Serve party refreshments buffet style. Guide pupils in selecting food and in the social courtesies attending such procedures. Assume the role of hostess at a party before suggesting that various pupils act in this capacity.

Point out the need for courtesy in all school situations.

Discuss courtesy in relation to efficiency in the classroom, safety on the playground, and order in the corridors of the school building.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Realize the practicality of courtesy in conversation and discussion by observing the confusion when more than one speaks at the same time.

Participate in evolving simple rules of courtesy in conversation and discussion.

Listen to a short tape recording of class discussions where courtesy is observed. Compare it with another tape recording of a class discussion where courtesy is disregarded.

Become aware of subjects that are discussed privately. Consider:
- a personal excuse for an absence
- a low grade on a test
- a family problem.

Discuss plans and accept responsibilities for a class party in relation to the level of ability. Identify:
- the reason which prompted the party
- the place where the party is to be held
- the guests who will attend the party.

Practice greeting a group at a party and thanking the hostess for a good time.

Evaluate the benefits of social courtesies in party situations and relate these to other classroom situations.

Discuss the importance of courtesy in speech when:
- different groups are working in one room
- several children are working in a group
- one child is working with another.

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

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OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP ABILITY TO COMMUNICATE ORALLY	The teacher should—
Become aware of and practice social courtesies in CONVERSATION and DISCUSSION	Teach the proper procedure and the conversational skills used in telephoning. Procure materials from the Illinois Bell Telephone Company. Give pupils practice in using the telephone under guided conditions. Teach children the correct way to: answer the telephone take telephone messages respond when a busy signal is given. Teach pupils to dial emergency numbers. Include: 0 (zero) for the operator FI. 7-1313 for the Fire Department PO. 5-1313 for the Police Department. Inculcate an appreciation of these various telephone services through discussions of: the grave responsibility involved in using these services the serious consequences which may result from abuses of these services.
Become aware of difference between CONVERSATION and DISCUSSION	Point out the differences between casual conversations and discussions that deal with a particular subject. Guide pupils toward the understanding that in discussion, remarks are centered around one topic and all contributing comments bear upon the subject; discussion moves from point to point toward a conclusion in an orderly progression. Provide opportunities for discussion on topics in the content subjects. Keep the discussion moving with questions that ask how, what, where, when, and why.

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PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

View the film, Adventure in Telezonia, to learn the operations and the uses of the telephone.

Use the model telephone from the Illinois Bell Telephone Company to:

- practice dialing
- develop good telephone manners
- improve conversational skills.

Formulate rules for the proper use of the telephone.

Construct imitation telephones and practice making telephone calls in which one:

- extends or accepts an invitation
- thanks someone for a birthday gift
- congratulates a friend on a new baby brother or sister.

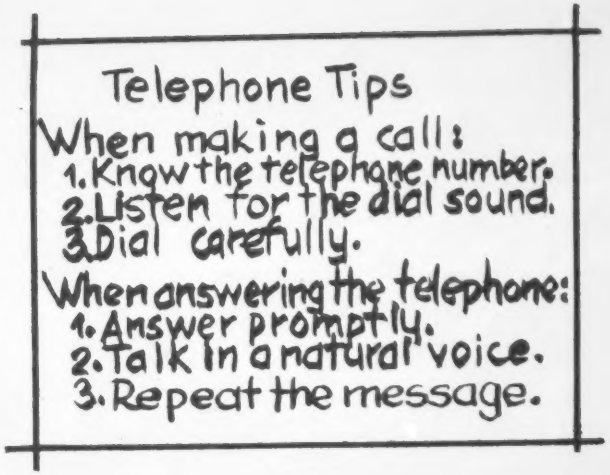
Make a list of the new vocabulary used in telephoning. Determine the meanings of busy, party, dial, and wire, and use them correctly in conversation and discussion.

Enumerate all the occasions where conversations are casual. Consider conversations with members of the family, playmates, neighbors, and members of the school faculty. Contrast these occasions with those in which individuals discuss particular subjects. Become aware that in discussion there is:

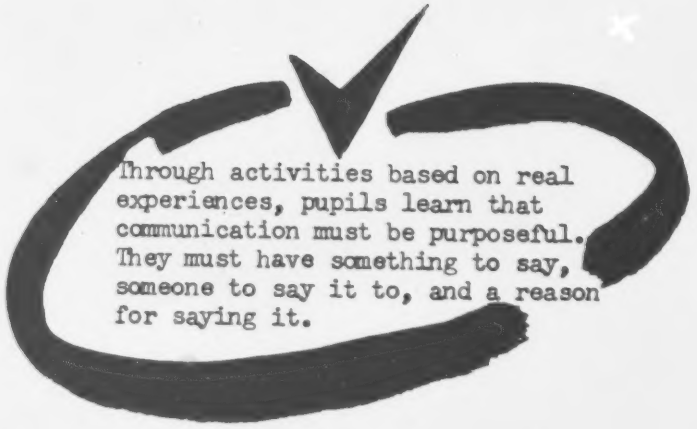
- a known question or problem
- an exchange of ideas to find an answer or solution
- a responsibility to speak from knowledge
- a place for personal opinion.

Discuss situations involving proper conduct: in the classroom, playground, corridor, and assembly hall.

INSTRUCTIONAL AIDS



OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP ABILITY TO COMMUNICATE ORALLY	The teacher should—
Become aware of differences between CONVERSATION and DISCUSSION	Motivate pupils for further discussion at a later time by terminating a discussion when interest is high. Suggest to the timid child a phase of the topic he might discuss the next time. Restrain the over-talkative pupil by suggesting that he concentrate on one aspect of the topic at the next opportunity for free discussion.
Learn to meet new people	Take advantage of situations in which children may observe, practice, and learn accepted social procedures in meeting new people and making new friends. Teach pupils how to introduce parents, new pupils, and visitors to the class. Help children to develop the ability to initiate a conversation and give courteous replies to questions. Provide opportunities for members of the class to congratulate pupils of another room on an attractive bulletin board display in a corridor or in the library. Give pupils experience in accepting and extending greetings and congratulations.



PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Choose one of several topics written on the chalkboard and give aspects of the topic that could be discussed. Prepare to discuss the topic with a small group. Topics for discussion might be:

A New Baby	A Broken Toy
playing quietly	safety
"baby sitting"	repair
baby safety	care

Become increasingly more able to help a new pupil become oriented. Appreciate the importance of learning the pupil's name; understand the need a new pupil has for someone to help him get from place to place in strange surroundings.

Learn to receive visitors and show them around the classroom.

Name the number of people one meets regularly on the way to school, in the playground, in the shopping centers. Consider ways of establishing friendly relations with these people.

Engage in dramatic play situations in which members of the class meet people they know:

in the shopping centers
on the street
in the school corridors.

INSTRUCTIONAL AIDS

AUDIO-VISUAL AIDS

Films, Filmstrips, and Art Slides constitute an effective motivating vehicle for conversation and discussion in the primary classroom.

The following is a selected list of audio-visual materials that relate to brotherhood, safety, and health as well as language arts.

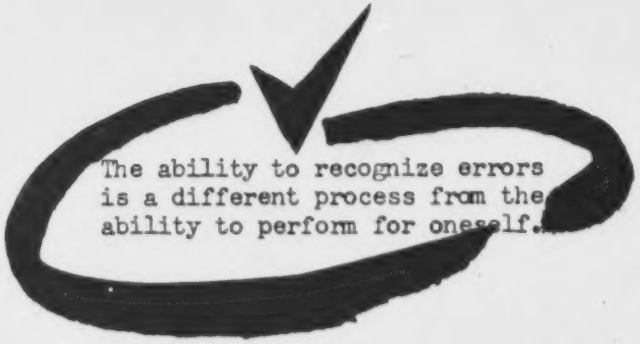
For ordering procedures refer to Classroom Motion Pictures, Filmstrips, and Art Slides, Chicago Public Schools.

The Fun of Making Friends. Coronet Films, 1950.

Fun on the Playground. Encyclopaedia Britannica Films, Inc., 1947.

The Golden Rule: A Lesson for Beginners. Coronet Films, 1953.

Good Eating Habits. Coronet Films, 1951.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP ABILITY TO COMMUNICATE ORALLY	The teacher should—
Participate in INTERVIEWS	Invite resource people to address the class. Ask the school milkman, mailman, or crossing guard to talk to the class. Make clear to the class their responsibility to people who take time from a busy day to visit with them. Have the class formulate questions to ask the visitor.
Be aware of and observe the use of orderly procedure	Guide pupils to an awareness of the need for orderly procedures. Help the class observe the use of orderly procedures: Help the young Student Council representative give his report to the class. Instruct the class to wait until the appropriate time to ask questions and to offer suggestions Use teacher-pupil planning, discussing, sharing, and evaluating in the day-by-day classroom activities.
Relate personal and group experiences	Encourage pupils to relate personal and group experiences which are of interest to the class. Provide opportunities for children to tell stories about home and family; to tell about items in "Show and Tell" periods; and to relate out-of-class experiences to schoolmates.
	Guide pupils in developing standards for speaking to a group. Mention the qualities of delivery which distinguish the more appreciated efforts of the various pupils. Help pupils to formulate a few general suggestions.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Plan appropriate procedure when the resource person visits. Select different members of the class to ask questions. Choose one member of the class to greet the guest and another to thank him for the visit.

Participate in a meeting with the teacher presiding and the student council representative reporting.

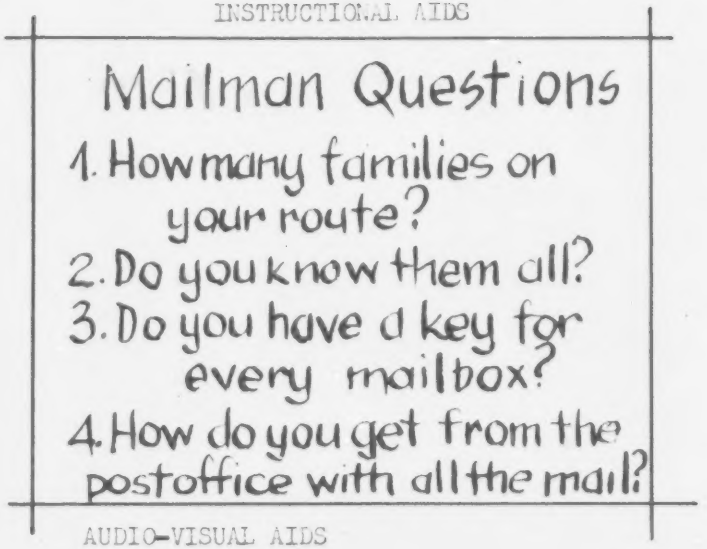
Every Monday, "show" or "tell" something that played a part in the week-end activities. On Firday, plan things one might do over the week-end.

Learn to contribute ideas, respect the opinios of others, and accept the group decisions in matters concerning group activities.

Plan to entertain the class by telling enjoyable experiences.
Tell stories about a family excursion.
Explain a favorite possession in "Show and Tell."
Describe after-school activities with neighbors and friends.

Listen for the distinguishing characteristics of a good speaker. Co-operate in planning a chart which gives suggestions for speaking to a group. Endeavor to follow these suggestions.

INSTRUCTIONAL AIDS



AUDIO-VISUAL AIDS

(Films)

Let's Play Fair. Coronet Films, 1949.

A Letter to Grandmother. Coronet Films, 1942.

The Mailman. Encyclopaedia Britannica Films, Inc., 1945.

Our Country's Flag. Coronet Films, 1956.

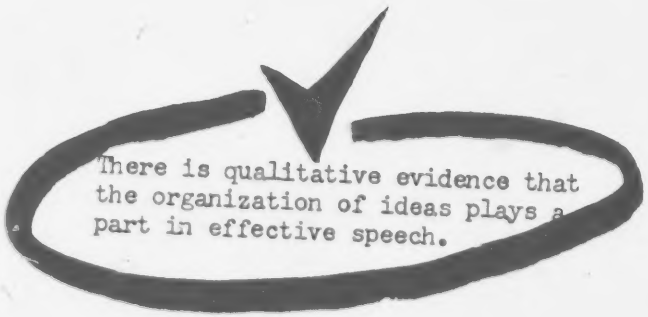
OBJECTIVES

DEVELOP ABILITY TO COMMUNICATE ORALLY

Relate limited phase of experience common to group

Relate specific aspects of own experiences

Express ideas clearly



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Help pupils organize their thoughts before talking to a group, by guiding them to see particular phases of a common experience.

Gradually work from the spontaneous remarks after a class excursion to organized talks based on specific phases of the experiences.

Point out the importance of proper sequence and important background information when relating personal experiences to the class.

Motivate children to take pains to tell a story well by deliberately omitting pertinent details in relating a personal experience. Encourage the pupils to give constructive criticism after the story.

Emphasize the importance of expressing one's ideas clearly.

Teach the meaning of prepositions and words which express time, place, shape, size, and weight. Help pupils to understand and to use correctly, words and phrases which denote comparisons and relationships. Correlate clear expression of ideas with the statement of concepts learned in science and mathematics.

To help children deliver oral messages accurately, keep messages short and point out the main idea of each message as well as relevant points of time and place.

Help pupils plan an oral report. Include the importance of:

knowing the material
deciding the proper sequence and emphasis
thinking of the needs of the listener in understanding the report.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Select and prepare to describe an interesting class incident to parents. Choose a humorous incident, a moment of success, or learning something new.

Volunteer to report on one phase of a class excursion. Choose:

to describe a trip on the bus
to relate an interesting incident
to answer questions formulated by the class.

Decide on the purpose in telling a personal experience. Relate the sequence of events and pertinent information to this purpose. Select something:

humorous about a hungry pet
exciting about a new toy
interesting about unexpected company.

State the various positions of a ball in relation to a box. Tell how a small rubber ball is like a beach ball and how it is different.

Explain what makes the following things "good," "fun," or "pretty": candy, flowers, storybooks, toys.

Decide on the most efficient way to keep the classroom neat and attractive. Formulate a plan for putting materials away quickly and quietly.

Plan to explain safety measures observed on the way to school, in a bus, and while carrying large or heavy objects.

INSTRUCTIONAL AIDS

AUDIO-VISUAL AIDS

(Films)

Parties Are Fun. Coronet Films, 1950.

Primary Safety: In the School Building. Coronet Films, 1955.

The Safest Way. American Automobile Association, Pennsylvania State College, 1948.

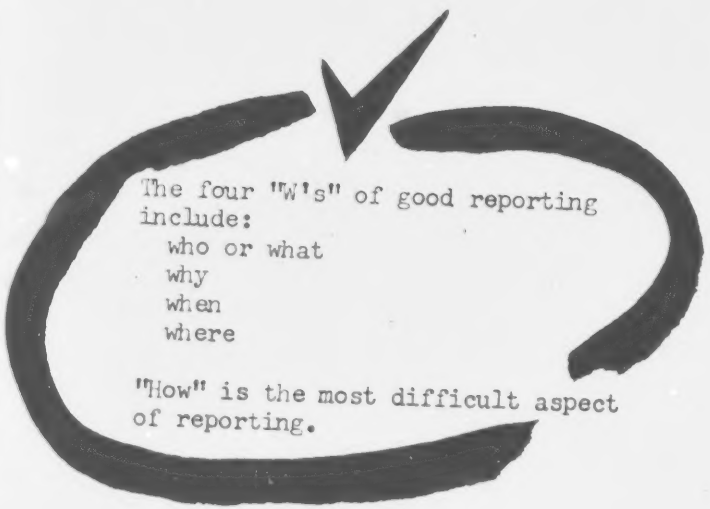
Helps to Speakers

1. Say something interesting.
2. Think about your listeners.
3. Plan an interesting beginning and ending.
4. Look at the listeners.
5. Speak to be heard by everyone.
6. Stand up tall.

OBJECTIVES

DEVELOP ABILITY TO COMMUNICATE ORALLY

Become aware of responsibility for giving INFORMATION accurately



Interpret pictures as readiness for ORAL READING

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Guide pupils in giving information accurately. Acquaint pupils with the four "W's" of accurate reporting.

Consider the complexity of the essential skills in accurate reporting. Guide pupils toward proficiency in giving information accurately through experiences which are commensurate with individual abilities.

Recognize the progression of complexity inherent in giving reports on things and people, to those reports which involve processes and situations.

Help pupils to give interesting and accurate reports in the content subjects by guiding them in the use of general plans which help them to:

- choose a topic
- gather information
- put it in sequential order
- use appropriate visual aids.

Encourage children to state the sources of their information. Guide able pupils to refer to two or more sources in gathering information for a report.

Help pupils to see discrepancies in many "eye witness" reports by discussing various reports of an experience common to the group.

Provide a readiness for oral reading by having pupils interpret the story of a simple picture.

Recognize the progressive levels of ability in interpretations demonstrated by those who:

- name people and objects
- describe people and objects
- interpret the story
- evaluate the story in terms of past and future events.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Learn to give personal information accurately. Be able to give parent's or guardian's full name. Know correct home address, telephone number, age, and birthday.

Assume or accept the responsibility of finding pertinent information and reporting it to the class. Volunteer to:
- count the number of street crossings between school and home
- check the distance to the nearest fire station before a class visit to the station
- listen to the five-day weather forecast and report the probable weather on the day of an excursion.

Become more proficient in "Sharing Time" or "News Time" by:
- giving explanations and descriptions more accurately through enriched vocabulary
- following a plan which provides for the sequential development of ideas.

Tell about a celebration at home. Begin with the preparation, then go on to the activities, and end the story with evaluative remarks.

Set up standards for reports in the content subjects. Base these standards on the four "W's" of good reporting, as well as on the posture, voice, and audience contact maintained by the speaker.

Bring a photograph, a magazine picture, or a drawing to school. Interpret the picture orally, remembering to look from time to time at those who are listening.

Paint a word picture. Mentally select one picture from several displayed on the chalk ledge and describe it so that other members of the class are able to identify the picture. Relate the story of a picture sequence to members of a group.

INSTRUCTIONAL AIDS

AUDIO-VISUAL AIDS

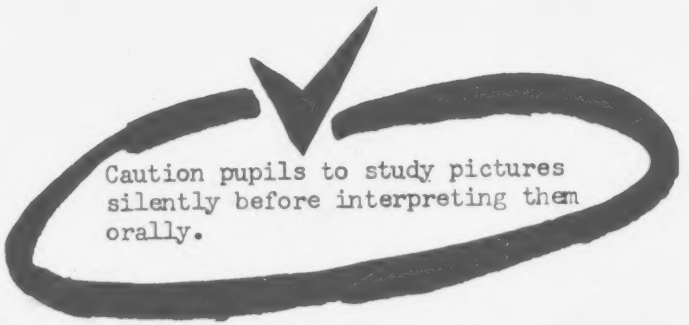
(Films)

Safety in Winter. Coronet Films, 1952.

Skippy Learns a Lesson. Encyclopaedia Britannica Films, Inc., 1952.

Stamina. Contemporary Films, Inc., 1954.

Teeth Are to Keep. Encylopaedia Britannica Films, Inc., 1950.



OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP ABILITY TO COMMUNICATE ORALLY	The teacher should—
Use ORAL READING to answer questions	Guide pupils in developing the skill of reading orally. Stress the importance of reading a selection silently before reading it orally. As pupils progress, guide them in making eye contact with those to whom they are reading. Give every pupil ample practice in reading aloud by adapting specific questions to individual abilities.
Employ natural rhythms and tone in ORAL READING	Provide a purpose, which pupils accept as important, in developing natural rhythm and tone in oral reading. Encourage pupils to entertain the class by reading orally: experience charts and group compositions original stories and poems selected passages from favorite storybooks. Use the tape recorder at appropriate times to record pupils oral reading. In replaying the tape, stress listening to determine natural rhythm and tone.
Begin simple STORYTELLING	Develop ability in storytelling. Provide a relaxed atmosphere, a quiet room, and an interested and comfortable audience. Give an example of good storytelling by telling many stories to the class. Guide pupils in developing the skill of storytelling by helping them choose a story wisely and by pointing out the importance of: choosing a story wisely knowing the story and the names of the characters well telling it in proper sequence speaking directly to the audience expressing mood through voice and manner using words which express ideas clearly.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Prepare questions that require specific information which can be found in the text. Work with a partner or a group in reading the answers to these questions aloud.

Use newspapers, magazines, and resource texts to locate answers to questions formulated by the group. Read the answers aloud.

Compare tapes of their readings made at intervals. Note growth in specific skills.

Read aloud the morning salutation, the days of the week, the date, and pertinent news from the "Daily Bulletin Board."

Read aloud directions for written exercises, problems in arithmetic, and class rules and regulations.

Read selections to answer specific questions, to verify facts, or to substantiate a personal opinion.

Read a dialogue sequence in a story from the reading text, expressing appropriate mood and emotion.

Finish a familiar story which the teacher has been telling.

Plan to retell a story heard in school to members of the family.

Record a story on tape. Play the tape for pupils in a lower grade. Decide what could be done to make the next story on tape more interesting.

INSTRUCTIONAL AIDS

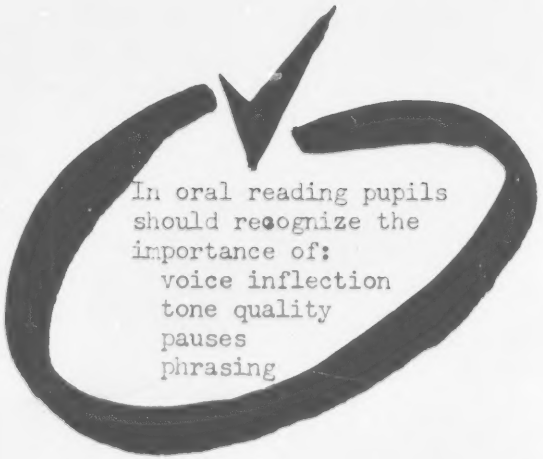
AUDIO-VISUAL AIDS

(Filmstrips)

Be Healthy, Go Safely. Society for Visual Education, Inc., 1961

School Helpers. McGraw-Hill Book Co.

(Slides)
Life at Home, set A2a.
Our Community, sets A2a.
People I Know, sets Ala, Alb.
The World of Imagination, sets A6a, A6b, A6e.



OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP ABILITY TO COMMUNICATE ORALLY	The teacher should—
Begin simple STORYTELLING	Help children become aware of the art of telling true and make-believe stories. Suggest the responsibility of adhering to the facts in true stories and the freedom of the imagination in make-believe stories. Guide pupils to realize that an individual must know the story well before telling it to others. Point out the importance of keeping to the "truth" (facts) in telling true stories. Stimulate children to use their imaginations in telling make-believe stories. Motivate them to try to communicate the humor, suspense, or pleasure in a story to the listener. Help children with the techniques needed to create these effects. Inspire pupils to see stories in simple things and everyday happenings, by: telling stories from personal experiences and observations to the class motivating children to see the story value in such things as a teakettle that lost its whistle, a leaf that stayed too long, or a neighbor that became a true friend.
Observe proper sequence in STORYTELLING	Help pupils to relate a story in correct sequence. Caution them to think of the beginning, middle, and the end of the story in preparing to retell it. Have a "Once upon a Time" unit to direct pupils' attention to establishing time and place in the introduction of their stories. Remind pupils to identify characters by name so that the audience may follow the story.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Tell a story using appropriate figures on the flannel board.

Have a "round robin" story period, where one child starts a story and each one in turn makes a contribution.

Prepare "folk tales" and "true tales" to tell to the class. Look on the library table for books that contain folk tales and the science center for books that contain true tales.

Base stories on a specific thing. Consider such topics, as:

When I Grow Up	Once I Thought
An Old Toy	The Best Day in My Life
My Favorite Uncle	My Best Day in School

Show improvement in the art of storytelling by:

- taking sincere pleasure in telling a story
- letting the audience do the laughing in telling a humorous story
- keeping appropriate points to the last in telling a suspense story
- using voice and manner to express mood and emotion
- making an ever-increasing use of appropriate vocabulary.

Make a story word list. Include synonyms, descriptive words, and humorous words. Add accurate words from science and mathematics as they are understood. Consider words that make a story: happy, eerie, sad, or funny.

Extend ability in storytelling by considering important characters, sequence of events, and interesting details. Use suitable visual aids in telling a story.

INSTRUCTIONAL AIDS

AUDIO-VISUAL AIDS

(Records)

For ordering procedures, refer to Approved Text Book List for Language Arts Subjects, 1962-1965, Board of Education, City of Chicago.

How You Talk, ABC-10 album. American Book Co., 1953.

Rhyme Time, LL-2 album. American Book Co., 1954.

Songs for Children with Special Needs. Stanley Bowmar Co., Inc., 1959.

We Speak through Music, 3 albums and books. Stanley Bowmar Co., Inc., 1959.

MISCELLANEOUS

"Chicken Little." Story set. Judy Co.

"The Family." Felt pieces. Beckley-Cardy Co.

"Fer-Will Object Set." The King Co.

"Flannel Board." 24x36". Beckley-Cardy Co.

"Folding Flannel Board." 24x36". Beckley-Cardy Co.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP ABILITY TO COMMUNICATE ORALLY	The teacher should—
Participate in DRAMATIZATION of stories, poems, and common experiences	Instill in children the joy of interpreting stories, poems, and common experiences through creative dramatics. Begin by portraying a favorite character and ask members of the class to help "play" a story. Encourage those who volunteer to make up the dialogue as they go along. Give everyone a chance. Motivate the timid child to "act" as audience until he becomes more relaxed. After a discussion on attitudes, appreciations, and skills, permit pupils to gain deeper understanding through role-playing. Have them: act out a scene where a child is apologizing for breaking someone's toy dramatize an incident showing consideration for an elderly person As pupils become more mature, provide time for group planning before presenting an incident from literature, social studies, science, or mathematics through creative dramatics.
Chant poetry	Encourage a love for poetry by helping children develop the skill of interpreting poetry orally. Read many poems to children. Let them "join in" when they wish after they know the words. Guide pupils in keeping a light, pleasing voice in speaking poetry aloud. Suggest that if each one uses a soft voice, the group will sound more pleasing. Let individual pupils listen to the group to become acquainted with the use of the voice in choral speaking.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

"Play" such stories or poems as:
"Henny Penny" "Three Blind Mice
"The Three Bears" "Pet Show"
"The Happy Lion"

Act out a scene or portray a character's mood during pauses in the teacher's reading.
Enact the scene where Jack meets the giant in "Jack and the Beanstalk."
Interpret the mood of the cat in "Mysterious Cat" by Vachel Lindsay.

Be the pedestrians, taxis, trucks, autos, and traffic lights at the busiest corner in the community; take turns being the policeman.

Join the class in pretending to be visiting the zoo, enjoying a picnic, ridding on a bus, or watching an interesting ball game.

Plan to present a story or a poem in pantomine or shadow play. Use puppets to tell stories as suggested in Communication Skills: Games, Techniques, and Devices.

Enjoy saying the simple nursery rhymes alone, in small groups, or in chorus.

Get an appreciation of the rhythm of poetry by:
marching to "The Grand Old Duke of York"
skipping to "Hicketty Picketty, My Black Hen"
clapping to "Pat-a-Cake, Pat-a-Cake"
swinging arms to "Hickory Dickory Dock."

INSTRUCTIONAL AIDS

MISCELLANEOUS

"The House." Felt pieces. Beckley-Cardy Co.

"Judy's Friends." Story set. Judy Co.

"Modern Family." Story set. Judy Co.

"Original Story Set." Flannel. Beckley-Cardy Co.

"Pets." Felt cutcuts. Beckley-Cardy Co.

‡"Rubber Family Hand Puppets." Creative Playthings, Inc.

‡"Rubber Farm Animals." Creative Playthings, Inc.

‡"Stationary Rubber Community Workers." Creative Playthings, Inc.

‡"Stationary Rubber Family Figures." Creative Playthings, Inc.

"Telephone Activities in the Elementary Grades." A kit. Illinois Bell Telephone Co. (loan basis).

"Zoo Animals." Felt cutouts. Beckley-Cardy Co.

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‡ These items may be ordered from the Approved List of Instructional Materials for Fine, Technical, and Practical Arts, 1963-1966

OBJECTIVES

DEVELOP ABILITY TO COMMUNICATE ORALLY

Interpret poetry through simple CHORAL SPEAKING

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Give pupils the opportunity of joining in the refrain of poems. Include the familiar "Hot-Cross Buns," "A Farmer Went Trotting," and "The Gingerbread Man."

At the early levels of the primary grades build a readiness for choral speaking by selecting poems which:

have simple, metric patterns
suggest simple bodily movements
contain ideas which children understand and enjoy.

Remember true unison in choral speaking is too difficult to expect of primary pupils. Work to achieve deeper appreciation of poetry, better understanding and interpretation, as well as pleasing, light voices and clear enunciation.

Extend the pupils' abilities in the art of choral speaking. Help a group of children interpret certain poems by having each one speak a line of a poem. Encourage children with high, low, or average voices to speak appropriate lines of such poems as:

Title	Author
Little Wind	Greenaway
One, Two, Buckle My Shoe	Mother Goose
Doorbells	Field
Boys' Names	Farjeon
Girls' Names	Farjeon

Go on to using light voices to ask questions stated in the poem and lower voices to answer these questions. Try:

Title	Author
Pussy Cat, Pussy Cat	Mother Goose
Is John Smith Within?	Mother Goose

PRACTICES AND EVALUATION FOR PUPILS

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Pupils may—

Understand the importance of using a light, pleasing voice and clear enunciation in speaking poetry aloud, by listening with a small group to a larger group interpret:

Title	Author
Hush-a-Bye-Baby	Mother Goose
Simple Simon	Mother Goose
The Cupboard	de La Mare

Develop an appreciation of the use of words by repeating aloud:

Title	Author
Cock-a Doodle Doo	Mother Goose
Wee Willie Winkie	Mother Goose
Three Little Kittens	Unknown

Form two groups, one of boys and one of girls, or, one of high voices and one of lower voices, and interpret orally:

Title	Author
What Is Pink?	Rossetti
The Duel	Field
A Goblin Lives in Our House	Fyleman
The Wind	Stevenson

Select a member of the class to speak the dialogue as the group carries the story line in:

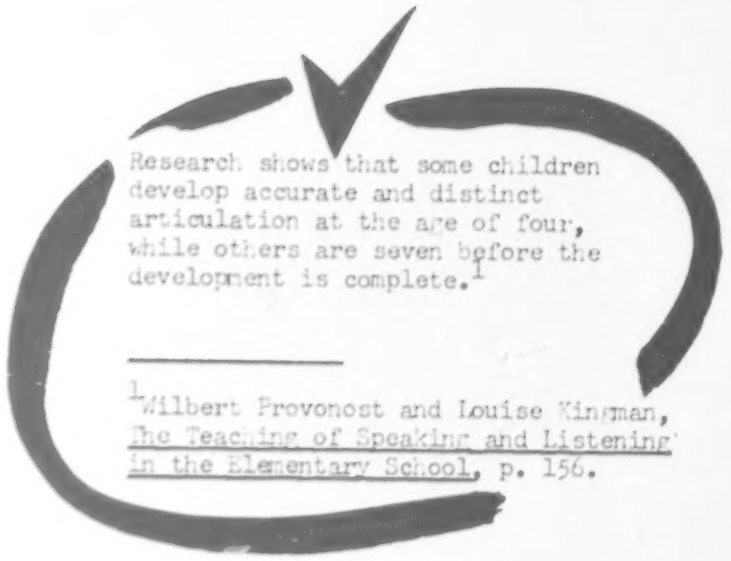
Title	Author
The Owl and the Pussy Cat	Lear
April Fool	Hammond
Good Morning	Sipe

Interpret poems as suggested in "Games, Techniques, and Devices."

OBJECTIVES

DEVELOP TECHNIQUES FOR MECHANICS OF SPEAKING

Become conscious of and assume responsibility for producing SOUNDS clearly



Research shows that some children develop accurate and distinct articulation at the age of four, while others are seven before the development is complete.[1]

[1] Wilbert Provonost and Louise Kingman, The Teaching of Speaking and Listening in the Elementary School, p. 156.

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Maintain an atmosphere which is conducive to the natural and spontaneous oral expression of each pupil in accordance with good classroom procedure.

Guide pupils in correct pronunciation and clear enunciation by providing examples of good speech through:

personal example	tape recordings
sound films	appropriate radio and television programs
records	

Determine the developmental level of each pupil's speech.

Observe the speech of each pupil in situations which are teacher-guided and those that are self-motivated:

group discussion	spontaneous remarks
planning and creative play	casual conversation
	free play

Keep simple records of each pupil's attitude toward, and achievement in, the sequential development of clear enunciation and correct pronunciation.

Acquaint sufficiently mature pupils with their speech problems so that they can work toward self-improvement.

Engage a group of pupils with similar enunciation and pronunciation problems in short games and exercises which will help them to establish standard English habits.

Provide a set of cards on which are printed phrases and sentences which include sounds with which the group is having difficulty. Let each member of the group draw a card and read it aloud after he has read it silently.

Write a sentence on the chalkboard exactly as it is dictated. Ask another pupil to read the sentence. From a copy of the sentence written correctly, suggest that volunteers may correct the original sentence. Have the pupil who dictated the sentence read it correctly.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Speak freely, observing normal courtesies in all classroom situations.

Help a classmate eliminate hesitant and repetitious speech by gaining the confidence which experience and practice provide in an atmosphere of mutual respect for each individual.

Listen critically and imitate:
- the teacher's speech
- recorded speech
- appropriate broadcast speech.

Retell stories and repeat information given by the teacher or learned through audio-visual aids.

Play the "Echo" game where individuals or groups repeat a sound, word, phrase, or sentence which they have just heard.

Make an effort to incorporate those mechanical aspects of speech which have been stressed in the sequential program of:
- speech development
- word attack skills in developmental reading
- spelling skills.

Work with a small group of classmates. Take one phrase of a speech problem at a time and consciously work to eliminate it. Evaluate progress under teacher guidance. Consider such problems in mispronunciation, as:
- substitutions — dis for this
- omissions — workin for working
- additions — whisuling for whistling
- transpositions— hunderd for hundred

Each speak a line of a poem or nursery rhyme in which there is a sound with which members of a group are having difficulty.

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Beasley, Jane. Slow to Talk.

Elson, E. F., and Peck, Alberta. The Art of Speaking, chap. iv.

Nemoy, Elizabeth McGinley. Speech Corrections through Story Telling Units.

Ogilvie, Mardel. Speech in the Elementary School, chap. xi, appendix.

Pronovost, Wilbert, and Kingman, Louise. The Teaching of Speaking and Listening, chaps. i, iv, v.

Rasmussen, Carrie. Speech Methods in the Elementary School, chaps. iii, v.

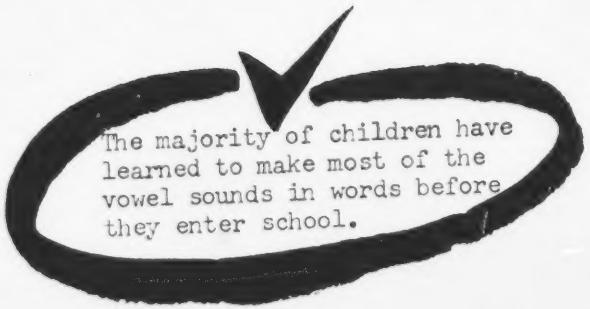
Schoolfield, Lucille D., and Timberlake, Josephine D. Sounds the Letters Make.

Van Riper, Charles, and Butler, Katharine G. Speech in the Elementary Classroom, pp. 165-171.

OBJECTIVES

DEVELOP TECHNIQUES FOR MECHANICS OF SPEAKING

"baby talk"



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Have pupils clap out each word in a sentence as it is spoken by members of the group. Compare the number of words heard when pupils say:
"How do you do?" to "owja do?"
"Do you want to play?" to "Doncha wanna play?"

Refer to the section on "Infantile Speech," page 88 of this Curriculum Guide for general information on "baby talk" and the role of the speech therapist in the speaking program.

Help pupils in the elimination of baby talk by guiding them in the production of specific sounds which are familiar to them:
in nature
in the home and school
in the city.

Develop speech skills in conjunction with auditory discrimination skills in the prereading program.
Provide experiences which enable pupils to recognize and respond to alliteration, rhyming words, monosyllabic and multisyllabic words.

Encourage the use of lips, jaws, teeth, and tongue. Demonstrate the use of these features in pronouncing various sounds.
Suggest that f comes out from under the door. (Consider the upper teeth as the door.)
Draw pupils' attention to the h sound that many tired dogs make when they pant.
Have pupils "chop" with their jaws to pronounce the k, st, and x sounds.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Consider:
the sound of w in "Wee Willie Winkie"
the syllables in "Hickory Dickory Dock."

Plan to read aloud directions from an assortment printed on cards by members of the class.

Imitate the teacher in reproducing various familiar sounds.
Include animal sounds and the sounds of wind and water.
Echo musical sounds of the instruments of the rhythm band.
Produce mechanical sounds of household appliances.
Practice making traffic sounds of the city.

Select and practice producing a familiar sound before presenting it to the class for identification. Consider:

a happy baby	(cooing sound)
an angry cat	(f sound)
a vacuum cleaner	(n sound)
an auto horn	(two- or three-tone sound)
an airplane taking off	(m sound)

Play a fanciful game to aid in forming a habit of the proper use of speech organs:
Oil a stiff jaw to say, "Crows can caw."
Sharpen dull teeth to say, "Six silly sand sacks."
Put dancing shoes on a clumsy tongue to say, "Larry likes little lambs."
Make lips work for their supper to say, "Maybe Mama made muffins."

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AUDIO-VISUAL AIDS

(Filmstrips)

Filmstrips for Practice in Phonetic Skills. Scott, Foresman & Co.

Fun on Wheels. Society for Visual Education, Inc.

Mother Goose Nursery Rhymes. Stanley Bowmar Co., Inc.

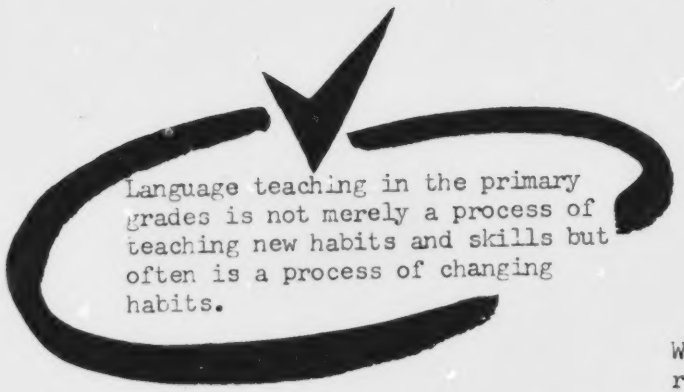
Talking Time Filmstrips. Webster Publishing Co.

Textfilms. Row, Peterson & Co.
Group I (Gr. 1)
Group IV (Gr. 2)
Group VI (Gr. 2)
Group VII (Gr. 3)
Group VIII (Gr. 3)

OBJECTIVES

DEVELOP TECHNIQUES FOR MECHANICS OF SPEAKING

Recognize and produce clear consonant SOUNDS



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Stress the correct pronunciation of words in which there are single consonant sounds in the order prescribed in the basic reading series adopted by the school.

Provide the pupils with practice of correct lip, jaw, and tongue movements. Demonstrate and have pupils imitate:

a gasoline motor's p-p-p-p-p-p
the base drum's boom-boom
the crow's caw-caw-caw
the boiling kettle's s-s-s-s-s-s.

Help the pupils gain skill in recognizing and reproducing correctly the sounds of consonants in various positions within a word.

Introduce tongue twisters. Have pupils repeat:

Billy Boy's box broke.
Willy walked with Wanda.
Robert raised real rabbits.
Little Lorrie left late.
Vicki valued Violet's valentine.

When consonant blends are introduced in the developmental reading program, stress the correct pronunciation of these blends in various positions within words.

Write a list of words on the chalkboard for pupils to pronounce in which:

two consonant blends are in various positions within a word
three consonant blends are in various positions within a word.

Guide pupils in the correct pronunciation of consonant digraphs.

Elongate the sound of the digraph in pronouncing a word and have pupils echo the words:

th-th-they, they
weath-th-ther, weather
both-th-th, both.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Name all the things in the room that begin with a selected single consonant sound.

Select a consonant sound and take turns pronouncing words in which the consonant has an initial, final, and medial position.

b in bath, tub, bubble
p in pink, lip, happy
l in like, laugh, call, Jill, falling, yellow
r in run, rabbit, car, her, hurry, bird.

Review the sounds that have caused difficulty by repeating sentences like the following:

"I can say r-r-r in 'Ruth rode Red Robin.'."
"I can say d-d-d in 'Dan's dog did dance.'."
"I can say g-g-g in 'Good grapes grow green.'."

Explain why it would be hard for a member of the class to read potato if he had pronounced it buddato. Continue this with other words that are mispronounced by the group.

Try to find da, dis, and ya in a list of words printed on the chalkboard. With the teacher's help, if necessary, print and pronounce correctly the, this, and you.

Choose a consonant and take turns correctly pronouncing words in which it is blended with various other consonants.

b in black, brick
c in clown, crown
l in blow, clock, fly, glad, play, slide
s in stop, past, instant, squirrel, strap, scrub.

Find and read aloud words from a textbook in which there are digraphs in the initial, final, and medial positions within a word. Look for words like:

them	child	shell
bother	kitchen	washer
bath	catch	wish

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(Records)

How You Talk. American Book Co., 1953.

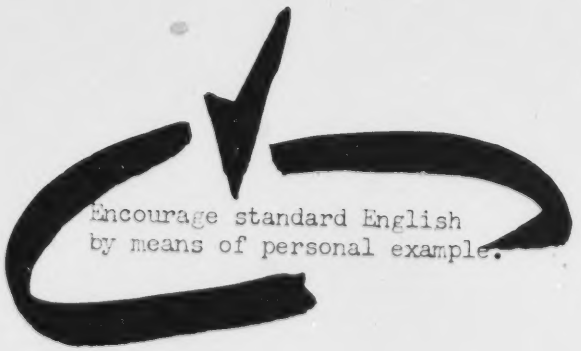
Pathways to Phonic Skills, 3 vols. American Book Co., 1959-60.

Rhyme Time. American Book Co., 1954.

Songs for Children with Special Needs. Stanley Bowmar Co., Inc., 1959.

Sounds around Us Album. Scott, Foresman & Co., 1951.

Time for Poetry Album. Scott, Foresman & Co., 1951.



OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP TECHNIQUES FOR MECHANICS OF SPEAKING	The teacher should—
Recognize and produce clear consonant SOUNDS	Have children underline the consonant digraphs in sentences, like the following: Chief White Shell thanked the children. Stephen sang the chorus over the phone.
Recognize and produce clear vowel SOUNDS	As pupils learn the letters of the alphabet in random order, point out that the letter names of some letter (vowels) can be heard in many words. Have pupils dance their tongues up and down the scale singing and combining long and short vowel sounds with various initial consonant sounds. Use: la, lay, lee, lie, lo, lu ba, bay, bee, bie, bo, bu.
	Reserve time during the periods set aside for speech training to give practice in pronouncing the various sounds of the vowels.
	Provide readiness by anticipating the introduction of the various sounds of vowels in the reading program. Demonstrate the positions of the jaws, tongue, lips, and teeth in pronouncing words in which the various sounds of the vowels appear. Relate a specific vowel sound to the name of a member of the class, a mutual acquaintance, or an object in the classroom. Use these words as patterns of sounds to which the pupils may refer in the future.
	Suggest that nonsense rhymes may be based on sounds of: feet plodding through mud and water metal pieces coming together animal sounds.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Review the sounds that have caused difficulty by repeating sentences like the following:

"I can say ch in 'Charles chases chickens.'."
"I can say th in 'They thanked their mothers.'."
"I can say wh in 'Which words tell what, when, where?'."

Make up a riddle in which the answer is a word that contains a certain long vowel sound. Consider:

"What does a hungry dog want to do?" (Answer: eat)
"What is another word for me?" (Answer: I)
"It's a letter of the alphabet and also a word. What is it?" (Answer: u)

Make up jingles or learn short poems which emphasize the correct pronunciation of the various vowel sounds. Consider the following:

short vowels— "Every evening Esther read
To find things to fill her head."

long vowels— "Motor boats are hard to tow
That's why Homer let his go."

consonant-governed vowels— "Larry and Harry are so scary
Mary and Gary will not tarry."

diphthongs— "Boys find joy in Roy's toy;
How they crowd around the boy."

Make a list of words from the reader that are pronounced the same except for one short vowel sound. Practice saying these words correctly. Include:

will	well	not	net
got	get	pat	pet
as	is	than	then

INSTRUCTIONAL AIDS

AUDIO-VISUAL AIDS

(Cards and Games)

"Consonant Lotto." E. W. Dolch. Garrard Press.

"Group Sounding Game." E. W. Dolch. Garrard Press.

"Happy Bears." E. W. Dolch. Garrard Press. Game.

"Look and Say." The King Co. Articulation cards.

"Readiness Picture Cards." Row, Peterson & Co.

"Say It Lotto." Tergen-Williams. The King Co.

"Speech Improvement Cards." Scott, Foresman & Co.

"Stories in Pictures." Lyons & Carnahan.

"The Syllable Game." E. W. Dolch. Garrard Press.

"Vowel Lotto." E. W. Dolch. Garrard Press.

"Who Gets It?" Garrard Press. Game.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP TECHNIQUES FOR MECHANICS OF SPEAKING	The teacher should—
Learn accepted PRONUNCIATION of syllables within words	Direct pupils' attention to the spoken syllables of words. Have them clap out the syllables of words, stressing the accented syllable. Begin with <u>mom</u>, <u>mother</u>, and <u>grandmother</u>. Continue with <u>sleep</u>, <u>sleeping</u>: <u>happy</u>, <u>unhappy</u>: <u>kind</u>, <u>unkind</u>, <u>unkindly</u>. Follow the Teacher's Manual for the basic reading series. Use choral speaking as one means of illustrating the importance of pronouncing correctly syllables within words. (See "Choral Speaking" in the booklet, <u>Communication Skills: Games, Techniques, and Devices</u>.)
Recognize differences in VOLUME	Guide pupils to recognize the features of a pleasing voice. Point out: correct breathing — variety of pitch and inflection appropriate volume — range in rate and rhythm Teach pupils to breathe correctly. Caution them to sit and stand erect. Give exercises which will promote: good posture deep breathing slow, steady exhalation.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Observe and imitate the teacher as he pronounces certain multisyllable words correctly.

Build a new vocabulary by starting with a simple root word and making new words by adding prefixes and suffixes.

Learn to recite in chorus the poems, "Electelephony" and "Antonio," by Laura E. Richards. Note the author's use of extra syllables in these poems. Explain why this is done. Make up a poem using the same technique.

Try to find words on certain pages of a textbook which have been written on the chalkboard by the teacher. (Some may be written as they are pronounced by pupils in the group; others, written correctly.)

pay	(for play)	mudder	(for mother)
oney	(for only)	fadder	(for father)
dis	(for this)	ya	(for you)
dem	(for them)	cookin'	(for cooking)

Record and listen to the voices of members of the class. Under the teacher's guidance, compare these voices to those which have been selected as good by members of the group.

Select a "voice of the week" from a favorite tape, record, or telecast. Try to imitate that voice.

Take pains to stand comfortably erect on both feet with head high and arms free. Inhale slowly, raising the arms until the fingers meet above the head. Exhale slowly, lowering the arms to the original position.

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Radio Programs

Station WBEZ

"Bag of Tales"	(K-2)
"Time for a Story"	(K)
"Stories 'N Stuff"	(Gr. 2-4)

OBJECTIVES

DEVELOP TECHNIQUES FOR MECHANICS OF SPEAKING

Recognize differences in VOLUME

Become aware of FLEXIBILITY in use of voice

Bases of evaluation of the language arts are:
the content with which the pupil deals
the student's ability to present ideas in a logical sequence
the mechanics of expression

These are important in the order of their listing for what does it avail to speak nothing well?

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Help pupils to associate voice volume with:
the need to breathe deeply to produce enough volume to be heard
the force necessary to produce a loud sound
the use of volume appropriate to the situation.

Guide pupils to appreciate the importance of pitch and inflection in communicating orally.

Sound middle "C" and have pupils raise or lower their usual speaking voices to that pitch as they chant a simple phrase or sentence. Repeat, varying the pitch a note or two above or below middle "C". Use short sentences, such as:
I am a good boy (girl).
See the pretty pink flower.

Help pupils to note the upward inflection of many questions and the corresponding downward inflection of many direct answers.

Use simple songs or poems to help children with monotonous voices achieve variety of tone and inflection.

Keep alive the delight young children take in using rate, rhythm, and tone quality in the imitation of people and sound around them.

Have pupils imitate the speech of a person who is angry, afraid, confused, delighted, worried, sad, or weary.

Have pupils participate in dramatic play of a scene in a bus depot. Let each child select a character and portray mood and emotion through voice adaptation. Suggested characters are: station master, mother returning to her family, man at the wrong station, boy on his first journey, lady whose baggage is lost, and grandparent going home after a visit.

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PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Listen to a radio program or a record when the volume is turned low. Determine what is necessary to improve communication.

Choose members of the class for a particular group in the interpretation of a poem through choral speaking.

Feel the differences of the movement of the diaphragm in speaking softly, normally, and loudly. Speak in a voice appropriate when:

the baby is sleeping
the person is close at hand
the group is large.

Repeat a particular phrase or sentence, giving different meanings each time by changing the pitch and inflection.

sadly: When are you going?
gaily: When are you going?

Repeat an exclamation using:

rising inflection:	oh
falling inflection:	hum
rising and falling inflection:	ouch!

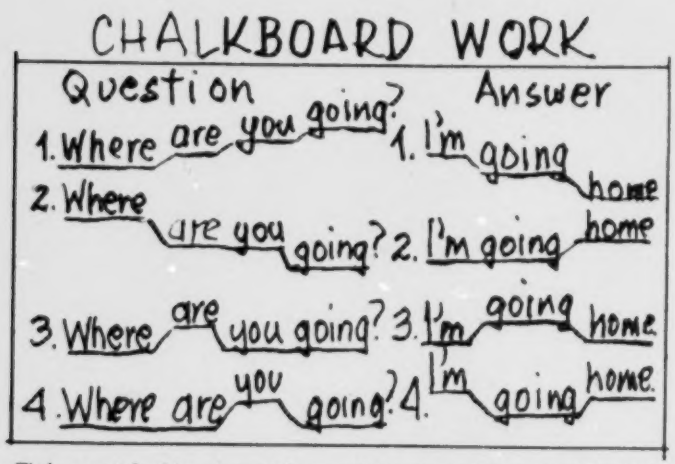
Chart the voice inflection of a question and answer incident by ascending and descending lines on the chalkboard. Underline the word stressed. (See chart.)

Sing "Mary Had a Little Lamb," placing the hand, palm down, in varying positions corresponding to the rise and fall of the music.

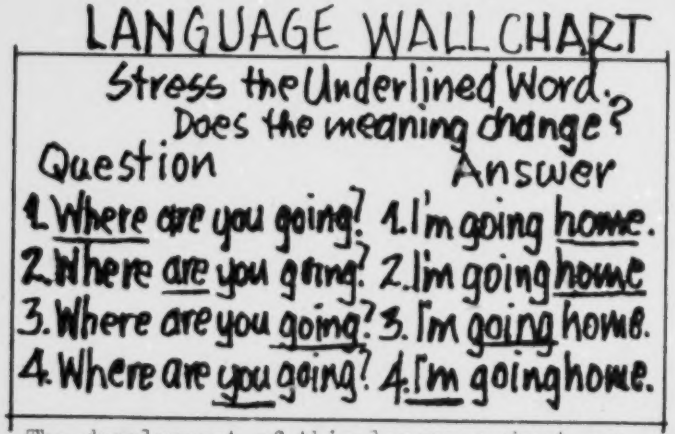
Recite "Fun" by Leroy F. Jackson while the teacher makes a line graph of voice inflection on the chalkboard.

Delight in the use of the voice in portraying characters in a dramatic presentation of "The Three Bears," "Billy Goats Gruff," and "Chicken Little."

INSTRUCTIONAL AIDS



This activity together with teacher-pupil discussion, shows graphically the use of inflection to give various meanings to a simple question and answer sequence.



The development of this language chart may follow the chalkboard exercise suggested above. More mature primary pupils may discuss the various means used in stressing a word in a sentence. Have them consider tone, volume, and the use of pauses.

CHECK LIST

Individual progress in the achievement of skills in the speaking program may be recorded on a copy of the chart below. This chart may be incorporated in the pupil's cumulative records.

Continuous Progress Chart in the Speaking Program

Pupil's Name_____

Grades

	Kg.	1	2	3
Has the pupil shown personal interest in improving his habits of speech?				
Does the pupil participate spontaneously in conversation and discussion?				
Does the pupil show poise and self-confidence in speaking?				
Does the pupil use more descriptive terms and a wider vocabulary?				
Does the pupil show progress in keeping to the topic under discussion?				
Does the pupil show progress in telling stories and personal experiences?				
Does he keep to the topic?				
Does he tell major events in sequence?				
Does he include pertinent detail?				
Does he recognize the importance of reporting facts accurately?				
Does he show progress in the ability to read orally?				
Does he show consideration of the needs of the listener?				
Does he show progress in enunciating clearly and pronouncing words correctly?				
Does he recognize correct speech patterns and show progress in incorporating them in his own daily speech?				

EXAMPLES OF WORDS COMMONLY MISPRONOUNCED IN GRADES 2 AND 3

Omission of Sounds

Say	Not	Say	Not
along	long	brought	bought
around	round	blow	bow
because	cuz	string	sting
surprise	sprise	next	nex
expect	pect	found	foun
remember	member	company	compny
throat	troat	poem	pome
little	lil'l	family	famly

Substitution of Sounds

Say	Not	Say	Not
can	ken, kin	because	becuz
for	fir	engine	injun
just	jest, kist	that	dat
many	minny	mother	mudder
men	min	wonderful	wonnerful
get	git	yesterday	yestiday
them	thim	fellow	fella
care	cear	asked	ast
far	fer	with	wid
both	boff	very	bery

Addition of Sounds

Say	Not	Say	Not
once	oncet	wish	wisht
film	filhm	often	often
wheel	wheeul	wash	warsh
men	mens	across	acros

Transposition of Sounds

Say	Not
children	childern
hundred	hunderd

Slurred Speech

Say	Not	Say	Not	Say	Not
will you	willya	did you	dija	don't know	donno
give me	gimme	let me	lemme	want to	wanna
come here	cmere	don't you	doncha	see them	seeum
ask you	astcha	weren't you	werencha	come on	cmon
couldn't you	cooncha	have to	hafta	why did you	whyja

SPEECH DEVELOPMENT AT THE PRIMARY LEVEL

Speech develops in the average child in an orderly progression. It includes the acquisition of sounds, the development of voice patterns, and the growth of sentence structure in relation to a child's sex and level of maturity. Boys develop accurate speech more slowly than girls.

Speech authorities state various patterns of sequential development. At an age when the child comes to school he will typically be able to articulate those sounds which involve the simple use of the lips as well as the tongue and teeth ridge, and those sounds which originate in the throat.

Children in the primary grades are in varying stages of speech acquisition. Some may not be able to sound r and l accurately because these are the last sounds to be acquired in normal speech development. Similarly, the s-z and sh-ch pairs may present some difficulty. A few children will be inaccurate in the use of t-d and k-g.

INFANTILE SPEECH - "BABY TALK"

Infantile speech, commonly known as "baby talk," is a step in the developmental speech pattern. Most children have passed this stage by the first grade. Language immaturity, as demonstrated by such usage as "me do it" and "her said no," may be a factor in general speech immaturity. This immaturity will be reflected elsewhere in the child's behavior. Climbing stairs one by one and the inability to manage drawing tools are examples of physical immaturity that may accompany speech immaturity.

A child with persistent and severe infantile speech is considered to have a disorder and should be referred to the speech therapist. With such a child, intelligibility is usually the criterion for judging whether or not therapy is indicated. Some infantile speakers are so immature generally that they will not profit from therapy in first grade.

Examples of common speech errors at the primary level:

Sound Substitutions

w for r in red, car, around	d for g in get, give
w for l in look, Sally	t for s in sun, sand
t for k in candy, come	b for v in very, valentine

Sound Omissions

s in slow, smoke, snow, spell, stove, street
r in tree, cream
l in play, clock

Examples of speech manifestations of immature language development at the primary level:

Language Immaturity

"Me go out."
"Her went away."
"Him saw it first."
"Him and me can play."
"They is late."
"He runned."
"Judy sing." (Using third person for first person)
"Mama do it."
"She play with me."

SUGGESTED CLASSROOM ACTIVITIES AND PROCEDURES

THE SOUND OF P AND B

Show the filmstrip for the sounds of p and b and follow the teaching guide in order to achieve most effective utilization of the material. (Talking Time Filmstrip, Webster Publishing Co.)

PRODUCE THE SOUND IN ISOLATION

P is produced primarily with the lips. To demonstrate the explosive quality of the sound, have each child hold up a small bit of paper close to his mouth and say p. The paper will move if the sound is correctly made. Call p the "tugboat" sound.

B is made like the tugboat sound, except that the vocal cords vibrate and the lips are not pressed quite so tightly together.

ELICITING THE SOUNDS FROM THE GROUP

Hot and Cold. One child is chosen to leave the room. While he is gone, an object is hidden in a conspicuous place. The class is instructed to say the sound p with increasing volume as the child draws closer to the object and with decreasing volume as he walks farther away from it. Be alert to any members of the class who may be producing the sound incorrectly.

EAR TRAINING

1. Listen for a selected sound in isolation. Instruct the class to listen for the sound of b from a group of isolated sounds; i.e., s, d, sh, k, f, p, and b. They may raise their hands for the b sound. At this time, emphasize the differences and similarities among the sounds.

2. Listen for the difference. Read a list of word pairs to the class, instructing them to hold up a strip of red paper if the pair is alike, and a strip of black paper if the pair sounds like two different words. Mix in some like pairs and do not exaggerate the sound unless some pupils are having difficulty.

Examples:

pen	Ben	cub	cut
book	look	mutt	but
push	push		

3. Listen for the sound in words. Have the children raise their hands each time they hear the sound being presented. As their ears become

sharper, have them listen for the sound in the beginning, middle, and end of words.

4. Listen for beginning, middle, and end sounds. Draw three columns on the chalkboard, heading them as above. In each column right p words that correspond to the appropriate heading: i.e., paw, puppy, pipe. After an explanation of the three places that a sound can occur in a word, say a list of p words and have the children tell you, in unison, where the sound occurs in each word.

ARTICULATION

Use poems to give practice in the correct articulation of sounds.

Tugboat

Put your lips together so
Let your little tugboat go
P, p, p, p, p, p, po.

"Bee" Talk

Bubble, burble, bump, and bat
Quiet, softly, sound like that
Press your lips together so
Let's say b, b, b, b, bo.

ROLE OF THE CLASSROOM TEACHER

The classroom teacher assumes the responsibility for planning and carrying out a program of speech development. This responsibility has four aspects:

- provision for examples of good speech patterns
- recognition of the individual differences in speech abilities which are in evidence within the classroom
- referral to the speech therapist of pupils who have speech disorders
- implementation of a developmental program designed to improve the pupils' fundamental skills of enunciation and pronunciation and to extend the pupils' abilities to use their voices effectively.

RECOGNITION OF INDIVIDUAL DIFFERENCES IN SPEECH ABILITIES

The teacher must recognize the wide range of speech abilities among primary grade pupils which characterizes the so-called "average" classroom. It is possible that a small percentage of pupils require the diagnostic and corrective services of a speech therapist. Examples of their disorders include:

- stuttering
- severe hoarse voice
- lisping and other gross sound substitutions
- organic problems, such as cleft palate and post-polio cases.

Some pupils will have reached developmental speech levels commensurate with their degrees of intelligence and maturity; others will not have attained their individual maximum levels.

METHOD OF REFERRAL TO SPEECH THERAPIST

Upon recommendation of the classroom teacher, the principal refers to the speech therapist those pupils who have the disorders of speech mentioned in the preceding paragraph. The therapist provides corrective techniques and keeps the classroom teacher advised of pupils' progress.

IMPLEMENTATION OF SPEECH PROGRAM

In planning a speech program, the teacher observes the pupils' speech patterns, determines their developmental levels, and identifies their needs. Then he plans formal speech training in which speech skills are analyzed and discussed. Appropriate drill in the use of these skills is provided to form correct habits.

At the primary level attention is given to: an appreciation of examples of good speech and a desire to imitate them; the elimination of "baby talk" in relation to the pupils' physical and mental maturity level; the ability to recognize and pronounce the correct vowel and consonant sounds in words; an awareness of the use of appropriate volume, pitch, rhythm, rate, tone quality, and practice in voice adaptation to specific needs; and, the extension of these skills to all oral expression.

PROVISION FOR EXAMPLES OF GOOD SPEECH

The classroom teacher must serve as an exemplary model of good speech. In addition, he should use records, filmstrips, tape recordings, and radio to develop in his pupils awareness of desirable speech habits. The classroom teacher's vital role in the speech development program cannot be overemphasized.

ROLE OF THE SPEECH THERAPIST

The speech therapist assumes the responsibility for the identification of any first grade children who have disorders of speech. Soon after the children enter first grade they are tested by the therapist and those in need of corrections are programed for therapy in small groups.

As a consultant, the therapists can give valuable aid to the classroom teacher by helping him to understand the normal development of average children, by analyzing deviations from this norm, and by making suggestions concerning professional bibliography and materials for use in classroom speech activities.

The "Pupils' Speech Problem Record" is suggested to insure ease of record-keeping. The child's speech problem is to be considered in relation to typical achievement for the grade level. The following analysis of individual speech patterns represents some of the more common problems. It is not intended that this list be considered exhaustive.

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Pupils' Speech Problem Record - Kindergarten, Grades 1-2-3

Speech Problems	Language Development	Volume	Pitch	Inflection Rate[1]	Total Speech Pattern
John Doe	substitutes d for th; slurs endings	loud		rapid	careless speech
Jane Doe	substitutes w for r; says "Me do it."		high		infantile speech
Charles Lamb		inaudible		monotonous	timid speech

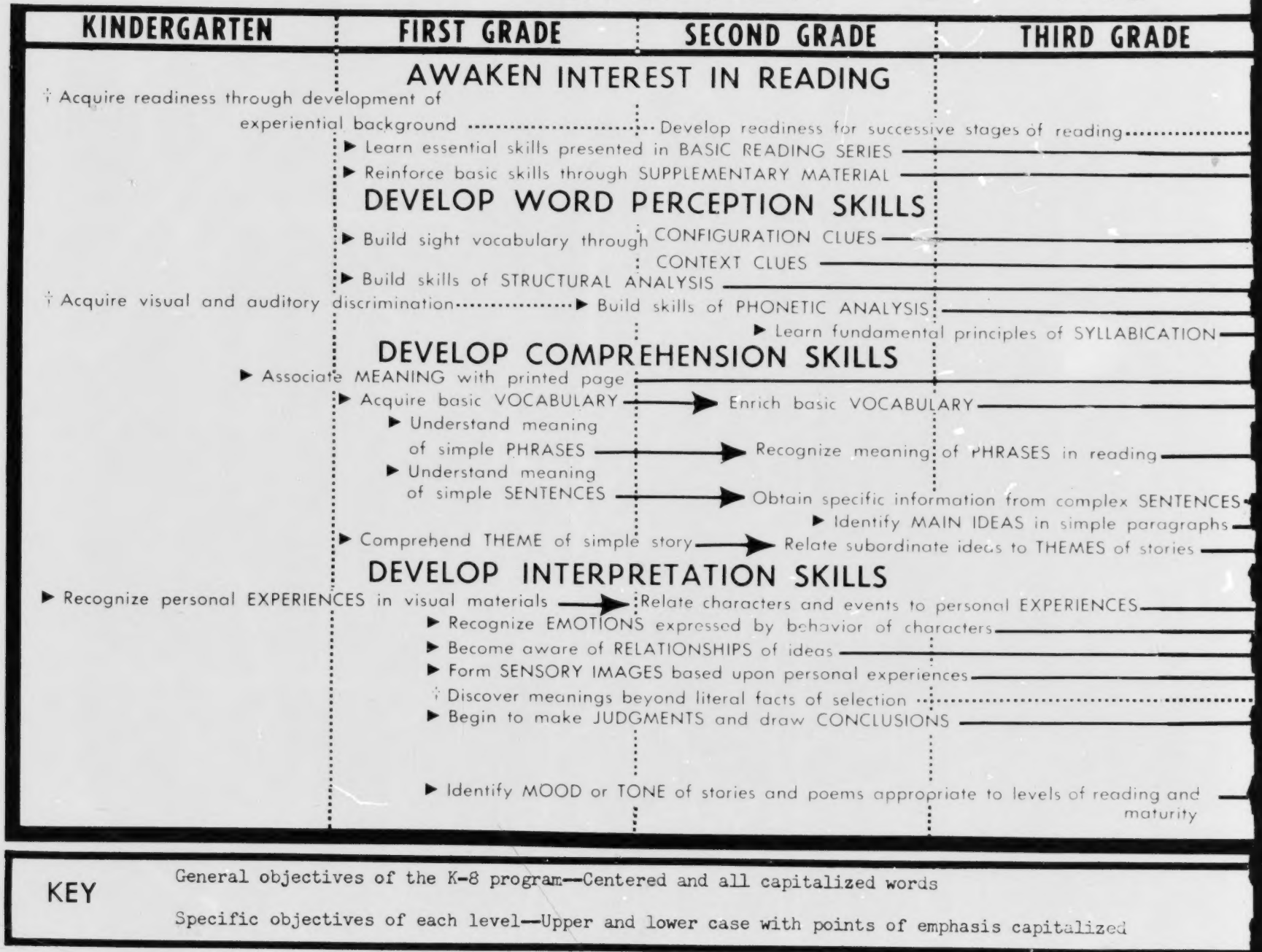
[1]Consider quality here, too.

WHAT IS READING? SOMETHING MUCH MORE THAN WORDS ON A PRINTED PAGE. IT IS KNOWLEDGE GATHERED AND DISTILLED THROUGH THE MINDS OF CREATIVE THINKERS. IT IS MAGIC - THE MAGIC OF CREATIVE IMAGINATION, WEAVING PEOPLE AND EVENTS INTO THE FABRIC OF A NOVEL OR A STORY. IT IS TODAY, AS IT HAPPENS IN YOUR NEWSPAPER. IT IS IDEAS, AS THEY JUMP OUT AT YOU FROM THE PAGES OF A MAGAZINE. IT IS THE RESTLESS EXPRESSION OF ALL THE FORCES AT WORK IN THE WORLD IN WHICH WE LIVE.

William I. Nichols

READING

OVERVIEW OF THE

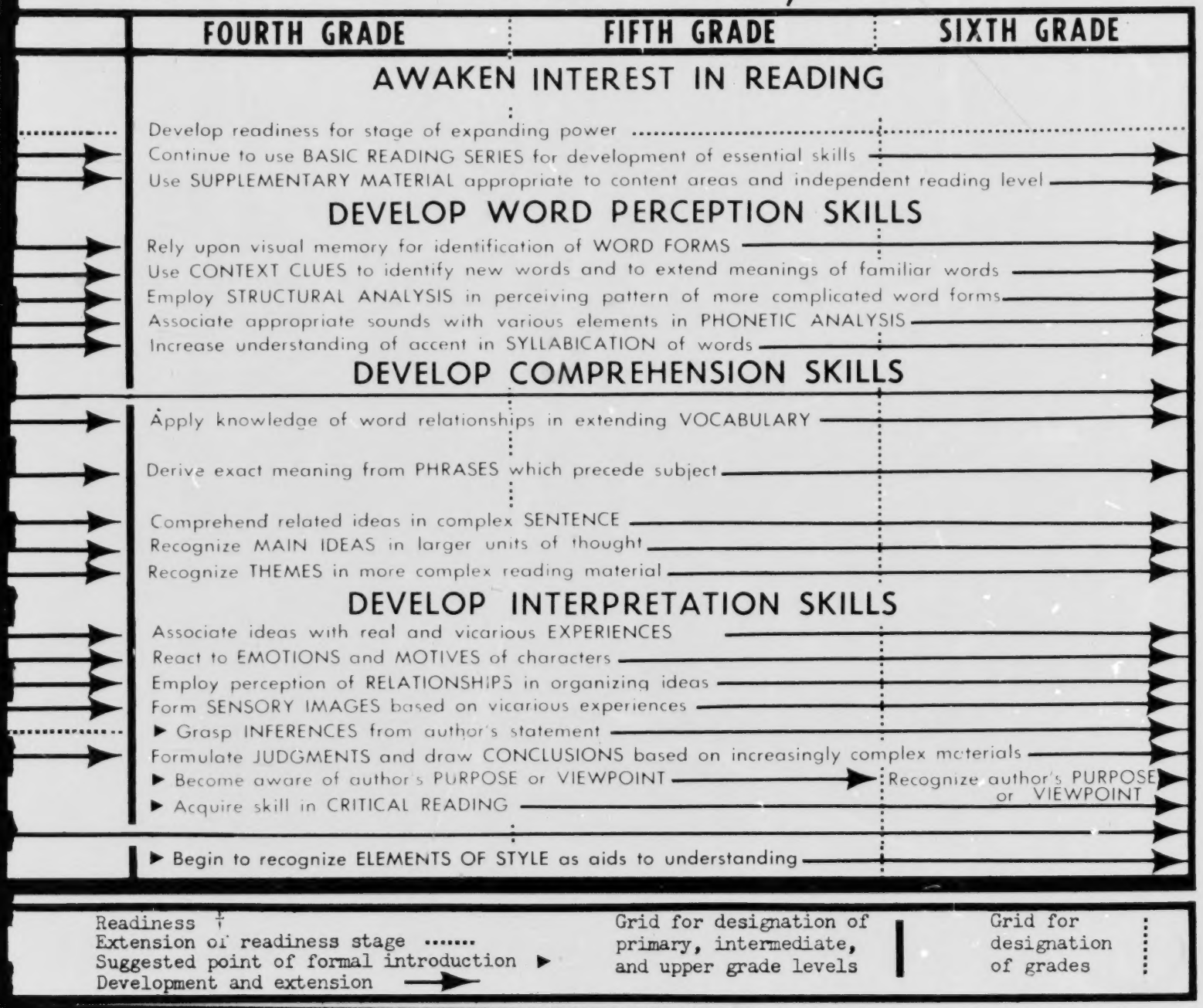


KEY

General objectives of the K-8 program—Centered and all capitalized words

Specific objectives of each level—Upper and lower case with points of emphasis capitalized

READING PROGRAM, K-6



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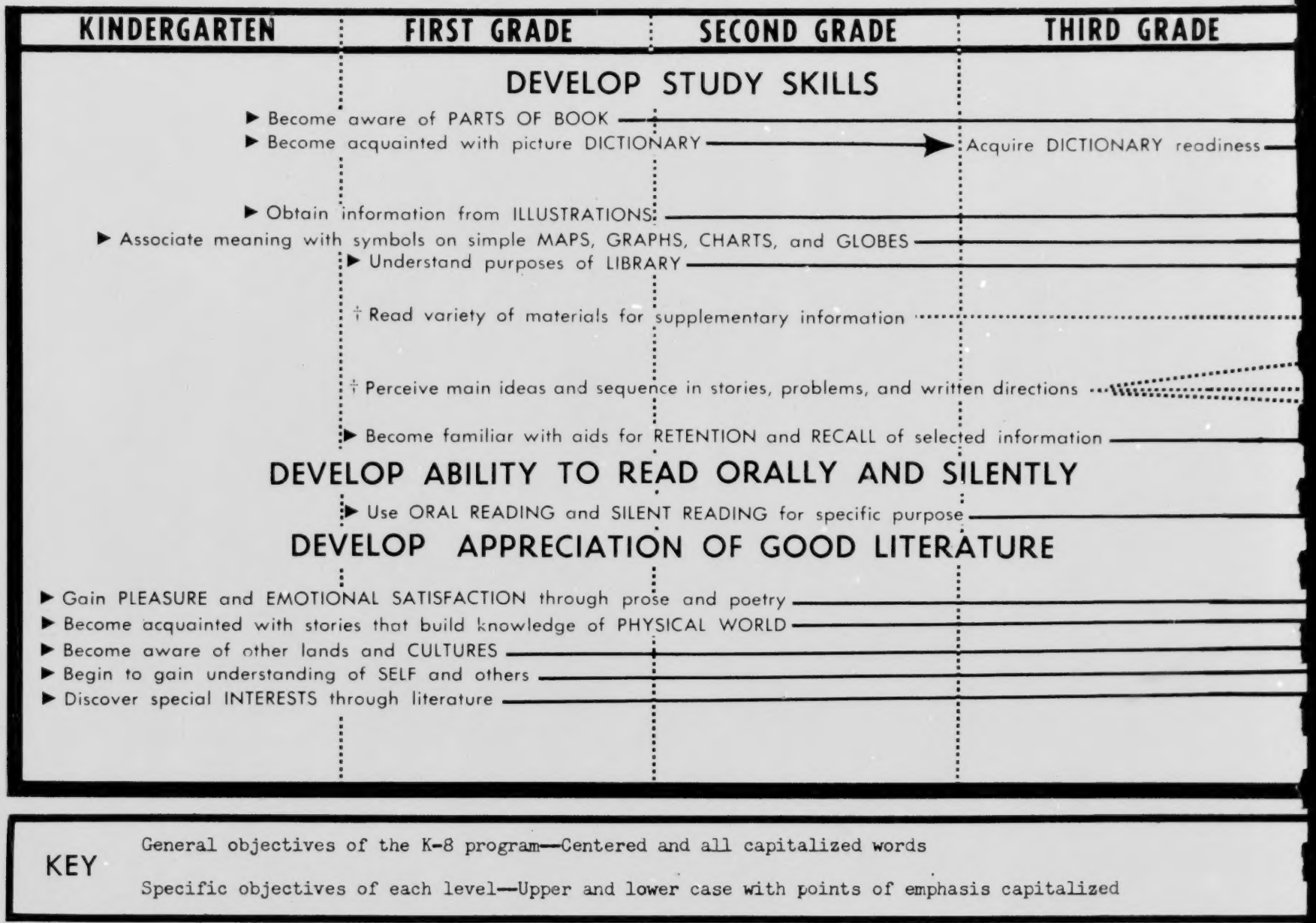

KEY

General objectives of the K-8 program—Centered and all capitalized words

Specific objectives of each level—Upper and lower case with points of emphasis capitalized

READING PROGRAM, K-6

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
DEVELOP STUDY SKILLS		
Understand functions of major PARTS OF TEXTBOOK	→	→
Learn to use DICTIONARY for proper pronunciation and appropriate meaning of words	→	→
► Learn to use ENCYCLOPEDIA as source of information	→	→
Refer to ILLUSTRATIONS for information related to specific purposes	→	→
Recognize purposes of different kinds of MAPS, GRAPHS, CHARTS, and GLOBES	→	→
Locate in LIBRARY appropriate materials related to specific purpose	→	→
► Adapt READING RATE to purposes and material	→	→
► Accomplish COLLECTION and EVALUATION of information related to specific purpose	→	→
► Select ideas for main topics of simple OUTLINE	Select ideas for main topics and subtopics of simple OUTLINE	→
► Take simple NOTES from selected materials	→	→
► Recognize main ideas and sequence in preparing SUMMARY	→	→
DEVELOP ABILITY TO READ ORALLY AND SILENTLY		
Adapt ORAL READING and SILENT READING to purpose and material	→	→
DEVELOP APPRECIATION OF GOOD LITERATURE		
Read fiction and nonfiction enrichment materials to increase knowledge of PHYSICAL WORLD	→	→
Gain knowledge of similarities and differences among other CULTURES	→	→
Increase understanding of SELF in relation to society	→	→
Recognize value of expanding INTERESTS in literature	→	→
► Become acquainted with BOOK LISTS and BIBLIOGRAPHIES as guides to good reading	→	→
► Apply STANDARDS in selecting good literature	→	→

Readiness †
Extension of readiness stage .....
Suggested point of formal introduction ►
Development and extension →

Grid for designation of primary, intermediate, and upper grade levels |

Grid for designation of grades ⋮

Communication through Reading

In a highly literate society such as ours, the ability to read is basic to good citizenship, worthy home membership, economic competence, and spiritual satisfaction. So basic is it, in fact, that the elementary school does not purport to be able to complete the task of teaching pupils all of the ramifications of this very complicated skill. It is the responsibility of the elementary school, however, to initiate the child into the reading process and guide his progress in the effective use of this means of communication.

The elementary school reading program begins at the kindergarten level in terms of attitudes toward reading and understandings of word meanings and language patterns, and their relationships to the printed page. The reading program continues as the child learns to recognize in print simple words, phrases, and sentences, and to attach meanings which relate to his experiential background. His understanding is enhanced through discussion which guides him to associate what he has read with the concepts he has developed and interpretations he has drawn from his own environment. When his skill in the mechanics of reading permits, content is extended beyond the immediate, and the child begins to use reading as a tool.

All those engaged in teaching have an obligation to contribute to and to utilize the developmental reading program. The use of reading as a tool requires adaptations to meet specific purposes. As the pupil is confronted with more sophisticated problems, he must be taught to use this tool in a more sophisticated manner.

Each teacher adapts the learning of those for whom he is responsible to their present as well as their future needs. He keeps in mind the time-tested definition of reading stated by Edward L. Thorndike many years ago, "Reading is thinking."

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DEVELOP COMPREHENSION SKILLS 110
Associate MEANING with printed page

DEVELOP INTERPRETATION SKILLS 110
Recognize personal EXPERIENCES in visual materials

DEVELOP STUDY SKILLS 112
Become aware of PARTS OF BOOK
Become acquainted with picture DICTIONARY
Obtain information from ILLUSTRATIONS
Associate meaning with symbols on simple MAPS, GRAPHS, CHARTS, and GLOBES

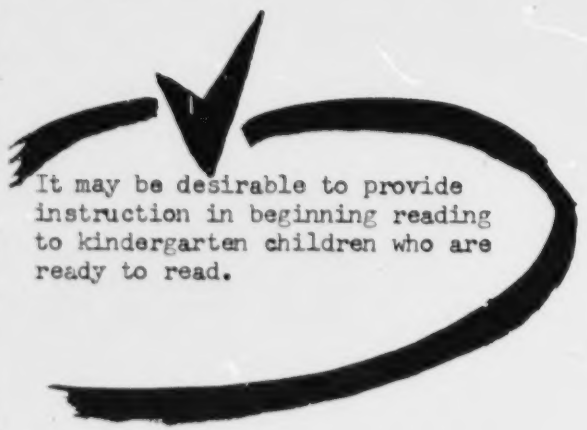
KINDERGARTEN

OBJECTIVES

AWAKEN INTEREST IN READING

Acquire readiness through development of experiential background

physical maturity



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Identify obvious physical defects of vision, hearing, and speech through observation. Make observations known to principal and refer to, or consult with, teacher-nurse for advice as to proper procedure.

Work to improve children's eye-hand coordination through use of manipulative devices:

cutting with scissors	building with blocks
drawing with crayons	working with puzzles
painting with tempera	turning pages of a book

Work to improve children's motor control through use of rhythmic activities:

participating in creative rhythmic movement

hopping	bending
skipping	twisting
running	pulling
sliding	bouncing
stretching	swinging

learning songs with accompanying rhythmic movements

"The Muffin Man"	"See-Saw Margery Daw"
"The Little Shoemaker"	"Skating"
"Loopy Loo"	"Pop Goes the Weasel"

learning rhythmic accompaniment with rhythm band instruments
the autoharp
melody bells.

Work to improve children's motor control through use of action games:

"Follow the Leader"	"Stop and Start"
"Magic Carpet"	"Teacher and the Class"
"Bean Bag Tag"	"Dodge Ball"

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Listen to the music the teacher plays. Think of a motion it suggests. Volunteer to demonstrate this rhythmic activity to classmates. Listen to a complete musical selection and devise an original dance as the music is repeated.

Learn to play some of the following games:

Follow the Leader. Children form a single line behind a leader. Try to do everything the leader does--jump, run, skip, hop, touch things up high, walk backwards. Anyone who fails, goes to the end of the line.

Stop and Start. Children tiptoe in the direction pointed out by the teacher and stop immediately when a signal is given. The teacher may point in another direction and tell children to hop or skip. Children who do not stop or follow directions immediately are out of the game and are assigned to be watchers. The object of the game is to see who will be the last player or the last few to remain in the game.

Teacher and the Class. This game may be played with balls or with bean bags. One child is chosen to be "teacher." The rest of the children face the teacher at a distance of about five or ten feet. The teacher tosses the ball to each child in turn, and each child at once tosses it back to him. If any child misses, he goes to the end of the line. If the teacher misses, he becomes a pupil and goes to the end of the line and the first person in line becomes the new teacher.

Bean Bag Tag. Children form a circle. Two players are on the outside of the circle with bean bags on their heads. One child is the runner and the other is the chaser. If the runner is not tagged by the chaser and becomes tired, he places the bean bag on top of a child standing in the circle. The child who has had the bean bag placed on his head becomes the new runner until caught. When a runner is caught, he sits down in the center of the circle.

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Bond, Guy L., and Bond, Eva Wagner. Child Growth in Reading.

Foster, Josephine C., and Headley, N. Education in Kindergarten.

Heffernan, Helen, and Todd, Vivian Edmiston. Kindergarten Teacher.

Hymes, James L., Jr. Before the Child Reads.

Lambert, Hazel M. Early Childhood Education.

_____. Teaching the Kindergarten Child.

Leavitt, Jerome E. Nursery-Kindergarten Education.

Logan, Lillian M. Teaching the Young Child.

Monroe, Marion. Growing into Reading.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
AWAKEN INTEREST IN READING	The teacher should--
Acquire readiness through development of experiential background	
physical maturity	Adjust the daily schedule to the need these children have for comparatively short periods of quiet concentration and alternate periods of physical activity. Provide opportunities for these youngsters to use and learn to control large muscle activities.
social maturity	Encourage children to learn to work effectively with others: sharing materials with others helping others to accomplish goals considering others in oral expression performing kind deeds. Provide opportunities which require problem-solving: determining best manner of keeping room at a comfortable temperature deciding on the safest way to leave the room when the fire bell rings establishing the necessary action and equipment needed to engage in unit activities, as when making butter.
emotional maturity	Make the children feel secure and accepted by both classmates and teacher. Children are great mimics; should the teacher display a negative attitude toward a child, it is reflected in the attitude his classmates show toward him. Realize the desirable attitudes which relate to reading interest and success which can be developed under certain conditions: living in a happy school and home environment acquiring an abundance of first-hand experiences having the opportunity for self-expression manipulating and perusing a great number of books.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Dodge Ball. Two groups are formed of equal numbers of players. One group forms a circle and the other group stands within the circle. The object of the game is for the circle children to roll the ball and try to hit one of the center players. The center players must try to dodge the ball to remain in the game. They may run, jump, hop over, or resort to any means of dodging except leaving the ring. If tagged by the ball, a player must join the circle. The last player to remain in the center is considered the winner.

Accept the responsibilities of serving in some capacity on committees and of accepting graciously tasks which need to be performed for good maintenance of the room.

Help select material that may be used in the preparation of a poster, a book, the construction of a store, or the construction of a playhouse.

Bring a treasured object from home and tell classmates the pertinent facts about it:
- from where the object was obtained
- how the object was obtained
- what can be done with the object.

Help the teacher make the room "feel" friendly:
- Keep the room clean.
- Bring flowers or other objects to display.
- Treat furniture and materials as if one's own.
- Hang coats and hats on hooks provided.

Learn to play many games and work with other children in kindergarten. (Note: Learning the rules will help children feel a part of the group; playing the games will help children find release for pent-up energies.)

INSTRUCTIONAL AIDS

CHILDREN'S LITERATURE

Oftedal, Laura, and Jacob, Nina. My First Dictionary.

Parke, Margaret B. Picture Dictionary for Primary Grades.

MANIPULATIVES

See the Approved Text Book List for Language Arts Subjects, 1962-1965 for listing on "Work Materials," and "Manipulatives and Recordings" useful in the reading readiness program, such as:

- flannel boards
- puzzles
- games—dominoes and lotto
- easels
- figurines
- wall charts

OBJECTIVES

AWAKEN INTEREST IN READING

Acquire readiness through development of experiential background

emotional maturity

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Plan group experiences to help build oral vocabulary:
- taking trips to places like the parks, farms, and museums
- making excursions through the school building to become acquainted with its facilities
- taking excursions around the immediate school neighborhood
- caring for pets and plants
- participating in "Show and Tell" activity
- listening to stories and poems
- taking part in assembly programs
- attending assembly programs
- listening to talking records.

Discuss plans for excursions with the principal first.

Plan to integrate language arts with social studies, arithmetic, science, health, safety, music, and art.

Create interest in stories, books, and poems:
- Read and tell a great variety of stories to the children.
- Recite and have children learn numerous poems.
- Encourage dramatizations of stories.
- Stimulate discussion centered on poems or stories.

Use audio-visual aids to create interest in books and reading:
- talking books
- filmstrips
- movies
- opaque projectors

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Bring records from home or play those provided by the teachers. (Note: Listening to good music helps children feel happy and calm.)

Talk about the things one will look for on an excursion. The teacher will act as secretary and print the ideas on an experience chart. Bring pictures, cut from magazines, to illustrate the points of the chart.

Upon returning from a trip, create a second experience chart. This chart should give answers to some of the questions classmates had and tell about the activities of the trip.

Co-operate with classmates and the teacher in producing programs for American Education Week, holiday programs, Fire Prevention Week, Arbor Day, or other programs which will provide entertainment and education for others.

Encourage parents to provide trips to museums, zoos, parks, and playgrounds which will give opportunities to learn about animals, plants, and people.

Take turns choosing the "story of the day" to be read by the teacher. Select the books from a number the teacher has provided on the room library shelf.

Select a familiar story; tell the part which is liked best. It may be possible to act out the section of the story and have classmates guess the name of the story.

Listen to the beginning of a story that the teacher reads. When the teacher stops, try to identify the story itself or the theme of the story. Try to tell the balance of the story. Then, listen to the teacher read the remainder of the story and see if it was told correctly.

INSTRUCTIONAL AIDS

OBJECTIVES

DEVELOP WORD PERCEPTION SKILLS

Acquire visual and auditory discrimination

visual discrimination

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Train children to recognize differences in size and shape by using many familiar objects found about the room for comparison: balls, paper, dolls, blocks. Encourage the use of a variety of descriptive terms: smaller, larger, big, little, short, wide, long, round, and square.

Devise games to teach recognition of colors using various articles, such as: colored paper, flowers, clothing, toys, and food.

Help develop sensitivity to position or arrangement of objects:

Use pictures that may be arranged in logical order according to importance of items or sequence of action.

Use visual objects that may be arranged in order of importance, as items of outdoor clothing which children must learn to put on properly. (See suggestion if fourth column for self-help chart.)

Use colored objects that may be arranged in order of preference as to color.

Help children develop the ability to discriminate between likenesses and differences of initial sounds. Visual materials may be helpful.

Use sets of large picture cards. The pictures should represent the letter sound being stressed, as: Mother, milk, monkey, and man. Each card may also have the initial letter of the word printed in the corner of the picture.

Use games to stress the initial sounds of words.

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PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Bring ten or twenty buttons from home and arrange them on the bulletin board according to size, shape, or color.

Work jigsaw puzzles obtained from the teacher. Try to put together easy puzzles, gradually progressing to more difficult puzzles.

Look at a number of pictures the teacher provides. One will be different. Try to select the picture which is different from the others in the group.

Play the game "Remembering the Order." Several classmates (five or six) will be chosen by the teacher to stand in front of the room. The teacher will also choose a group of children to be "it." This group of children must close their eyes while the teacher or another classmate rearranges the five children standing in front of the room. When ready, the rest of the class will call "ready." If a child in the "it" group thinks he can replace the children in their original arrangement, he raises his hand to be called upon. If this child does not place the children properly, another may have a turn to try his skill.

Identify the pictures the teacher displays. Listen to learn the sounds of the first part of each word as the teacher identifies the pictures.

Notice the toys and other items displayed on the table. Call their names. Do any names begin with the same sound? Pick those items out and lay them aside. How many items have names that begin with the same sound?

Look at a set of pictures related to one topic, the teacher has displayed. If they are placed in proper sequence, they will tell a story. Try to put the pictures in correct order and narrate the story they tell.

INSTRUCTIONAL AIDS

Jigsaw puzzles may be made by mounting pictures from magazines on poster board. Cut the picture into four or five large pieces.

Teach children to become independent.

OBJECTIVES

DEVELOP WORD PERCEPTION SKILLS

Acquire visual and auditory discrimination

visual discrimination

auditory discrimination

"Long before the children are called upon to attack unknown printed words by phonetic or structural analysis, they should be laying down the foundations for success through adequate opportunities to develop auditory skills during the reading-readiness program." - Marion Monroe, Growing into Reading, pp. 111-112.

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Train children to develop the habit of following a chart from left to right and from top to bottom.

Provide an activities chart listing weekly job assignments and encourage children to observe items, reading from left to right.

Use a group of pictures that may be arranged to tell a sequential story. Have the children arrange the pictures in story sequence in a chart holder and relate the story beginning at the left and proceeding to the right.

Use a number line and have the children count numerals from left to right.

Assist children in becoming sensitive to sounds. Encourage identification and comparison of sounds.

Provide opportunities for children to listen to and to interpret music:

marching	hopping
skipping	dancing

Experiment with various media to develop sensitivity to likenesses and differences in sounds:

Tap glasses of water that have been filled at various levels.

Play records of recorded sounds of animals, city noises, and country noises.

Use the xylophone, melody bells, rhythm instruments, and piano.

Help children become aware of the likenesses and differences of initial sounds.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Volunteer to assume the responsibility of a room "job."

Follow the pictures of job activities on a chart or a board as the teacher points to them and talks about the jobs. (Note: The teacher may ask a student to tell about a particular job as the child looks at the pictures, enumerating the details related to each position.)

Play a record of bird sounds. Listen for the robin's song and the bluejay's call. Try to identify each bird call. Also, try to imitate the sounds the birds make.

Take turns playing the echo game. Close eyes and listen while one child calls a word. If a child thinks he is able to repeat the word, he may raise his hand for a turn.

Draw pictures about the things outdoors that make sounds. Tell the class about them and try to repeat the sounds made:

call of a bird
noise of a truck passing
honk of an automobile horn
whistle of a train
dropping of rain on a car roof

Cover eyes; try to recognize voices of classmates; volunteer to identify the speaker.

Distinguish between sounds of words that begin alike or that rhyme with other words:

cat, sat, that, bat
Susie, Sam, Sylvia
dog, down, Dick, drum.

INSTRUCTIONAL AIDS

Give children opportunities to discuss orally the various activities in which they engage.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP WORD PERCEPTION SKILLS	The teacher should—
Acquire visual and auditory discrimination	
auditory discrimination	
DEVELOP COMPREHENSION SKILLS	
Associate MEANING with printed page	Label some of the pictures used in the classroom with a descriptive word. If the picture is that of a car, label it with the word <u>car</u>. In referring to the picture, run a finger along the word or point to the word, thereby calling attention to the symbols which represent the printed word. Use devices, such as the magnetic or flannel board. Have children group various items (from one to ten in number). Match the groups with the number symbol and have children try to arrange symbols in sequential order.
DEVELOP INTERPRETATION SKILLS	
Recognize personal EXPERIENCES in visual materials	Use pictures, films, and filmstrips which relate a story within the immediate experience of the children in the class. Encourage students to talk about activities in which they have engaged that are similar to those in the visual materials. Ask leading questions which will stimulate interest and help students to interpret these activities.

Comprehension is the ability to understand; interpretation is the ability to understand and react.

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PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

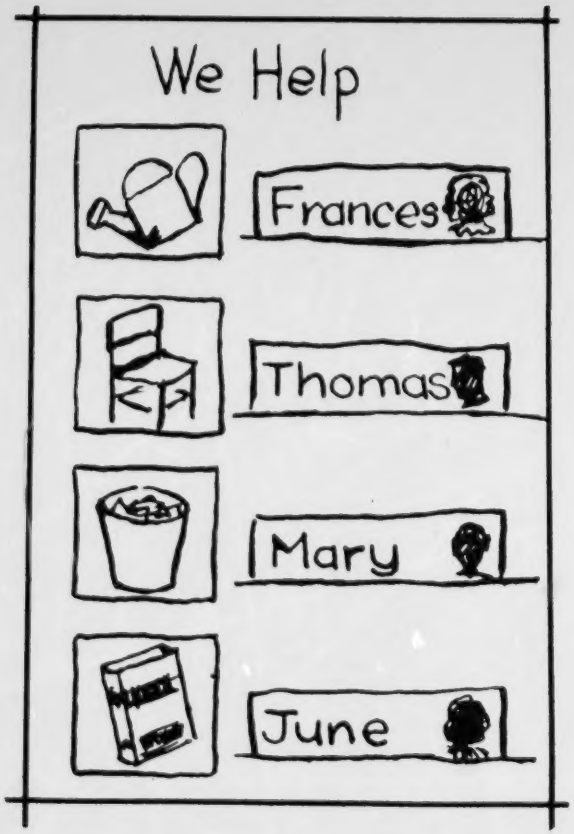
Learn the poem entitled "Galoshes" by Rhoda W. Bacmeister. Describe the sounds made by Susie's galoshes.

Look at the "room helpers" chart to learn which responsibility one is assigned. Try to identify one's name with the job pictured on the chart.

Make the figure of a pet animal which one would like to own:
Tear a piece of paper into the shape of the animal.
Build the animal from papier-mache.
Mold the pet from clay.
Draw the favorite animal with crayon on paper.
Give the pet a name and have the teacher make a name label for it.

Observe pictures on the bulletin board which illustrate a well-balanced luncheon menu for boys and girls. Classmates may draw pictures of their lunches. They may then decide which were well-balanced. Each child should decide, with the help of the teacher, how he may make sure his lunch is well-balanced.

INSTRUCTIONAL AIDS



Children may draw an illustration at end of the name cards to help them identify their own names.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP STUDY SKILLS	The teacher should—
Become aware of PARTS OF BOOK	Draw attention to the various parts of a book: the cover, the illustrations, and the text. Show children how to take the best care of books: to turn pages carefully to open books without bending their backs to close reading books when finished to use a bookmark to keep one's place to keep pages free from pencil and crayon marks.
Become acquainted with picture DICTIONARY	Arrange to have at least one picture dictionary available at the room library table for children to peruse. Occasionally, call to children's attention during "Show and Tell" or "Storytime," an appropriate illustration in a picture dictionary.
Obtain information from ILLUSTRATIONS	Encourage children to make close observation of illustrations and to take note of details in pictures. Ask pertinent questions which will help direct children toward items in the pictures and which will aid in enriching story sense. Use pictures in books, those mounted singly, and those mounted in sequence; also use filmstrips.
Associate meaning with symbols on simple MAPS, CHARTS, and GLOBES	Have children prepare simple maps within the realm of their understanding: a floor map of the room, a map of the playground, or a map representing a street corner.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Tell classmates why storybooks are "our friends."
(They make us feel happy.
They tell us about things.)

Arrange the books on the shelves or the library table. Put all of the same kind of storybooks together:
books about animals
books about people
books about toys
books about the circus
books about science

Visit the public library with Mother and Father during "Book Week."

Find illustrations in the picture dictionary which are related to the unit the class is studying, such as:
pets
people
homes.

Create an original picture of an exciting event:
visiting the zoo
having a birthday party
entertaining company
making candy
Exchange pictures with classmates and have them interpret the stories that were drawn.

Construct a large map representing four street corners, using brown wrapping paper. Show the places the patrol boys stand and the places occupied by traffic signals. Pretend to be patrol boys; others may pretend to be driving cars on the street; still others may take the part of children crossing the street and observing the safety rules.

INSTRUCTIONAL AIDS

Make a bulletin-board word picture dictionary.

See the Approved List of Language Arts Instructional Materials 1962-1965 for listing of primary dictionaries.

GRADE ONE

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Separate into

SEPARATE THE CLASS into at least three groups according to ability. Base division of groups on teacher observations as to pupil maturity and on the results of standardized readiness tests. It is possible and desirable for a teacher to handle three or perhaps four reading groups. More may not be practical in relation to the time schedule and the organization of a school day for teaching and learning. One plan of operation might be:

GROUP ONE

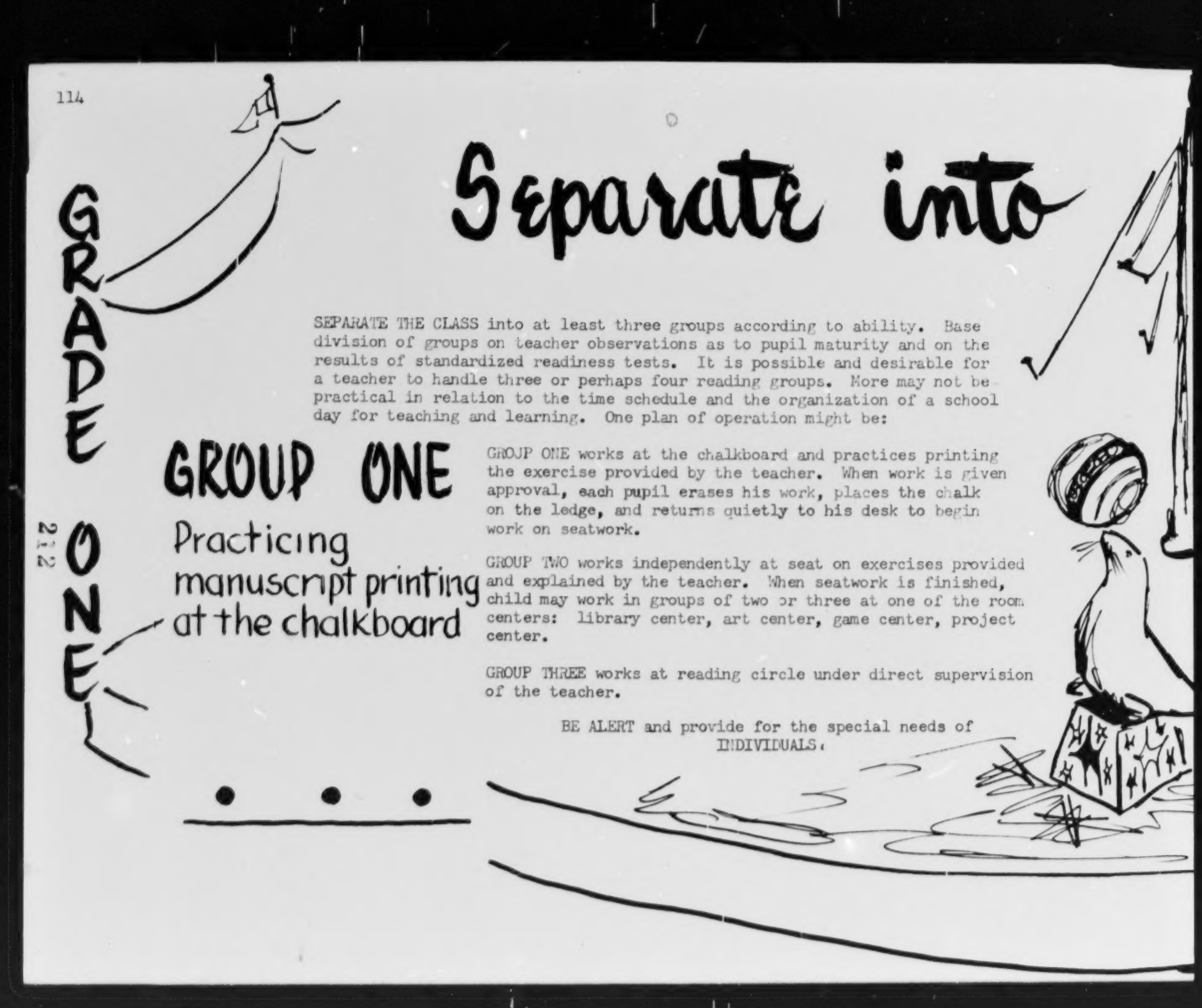
Practicing manuscript printing at the chalkboard

GROUP ONE works at the chalkboard and practices printing the exercise provided by the teacher. When work is given approval, each pupil erases his work, places the chalk on the ledge, and returns quietly to his desk to begin work on seatwork.

GROUP TWO works independently at seat on exercises provided and explained by the teacher. When seatwork is finished, child may work in groups of two or three at one of the room centers: library center, art center, game center, project center.

GROUP THREE works at reading circle under direct supervision of the teacher.

BE ALERT and provide for the special needs of INDIVIDUALS.



Groups!

GROUP TWO

Working independently at their seats

TAKE each group of students through as much material as it is possible for them to handle with security and understanding. The speed at which each group proceeds is determined by each individual teacher on the basis of the children's ability.

EXPLAIN any idiomatic expressions which are used in stories: "so long," "the whole of it."

BE ALERT for words in the stories that are not in the children's vocabulary; develop the meaning of these words.

During THE MORNING READING PERIOD:
develop skills
introduce increasingly difficult reading and new words.

During THE AFTERNOON READING PERIOD:
practice skill developed in the morning
improve quality of oral reading by centering attention on content of very simple material
read silently to answer questions asked by the teacher
read silently for enjoyment
dramatize stories and poems.

GROUP THREE

Reading under direct supervision of the teacher

Do You Know

A number of adjustments ARE NECESSARY to learn to read. Maladjustments may interrupt or slow the learning process. Various facets of a child's development must be considered in determining readiness to read. Discussion of these facets follows.

Physical maturity, regarded as the stage of development:
- when a child's eyes are able to focus easily for chart- and book-reading
- when his hearing is adequate to recognize and to distinguish between sounds
- when his speech habits are such that he is able to participate by communicating clearly
- when his muscle co-ordination enables him to hold a book and to turn pages.

Social maturity, needed for the child to work effectively with classmates:
- take part in group activities
- wait his turn in activities
- help make plans and execute them
- show self-control
- exercise self-reliance
- listen to others.

Teachers "must find ways to help children grow, to help children face frustration, to help children accept reality, and to help children drain off tension so they can apply energy to learning tasks instead of burning it up in behavior not related to learning." --Arthur W. Heilman, Principles and Practices of Teaching Reading, p. 328.

0 0 0 A DESIRE TO READ IS ONLY ONE INDICATION THAT A CHILD IS READY TO READ

Emotional maturity, interrelated with success in reading:
- Failure in reading sometimes produces emotional problems
- Emotional problems often result in reading failure.

NOTE: Emotional problems often result in reading failure. Extreme cases of emotional immaturity should be handled by trained therapists. The teacher's manner, however, in handling everyday situations is a salient factor because the teacher has tremendous influence on the mental health of the pupils. The teacher must be aware of practices with positive effects and those that are damaging.

Mental maturity, considered as a factor in determining readiness of a child to read:
- is more closely related to success in reading than to chronological age
- is thought of differently by various authorities as to the maximum and minimum age a child should be to begin formal instruction in reading. The Chicago public schools use the age of six years as their guideline.

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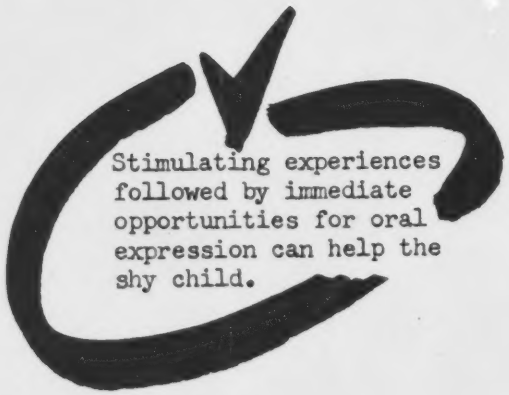
OBJECTIVES

AWAKEN INTEREST IN READING

Acquire readiness through development of experiential background



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Observe the physical, mental, social, and emotional maturity of each child in order to select the kinds of experiences to be developed in the classroom.

Determine limitations and deficiencies of children by observing them reacting freely in various activities:

- "Show and Tell" periods
- recreation periods
- seatwork periods
- activity periods

Analyze children's creative resourcefulness in: art activities, the handling of equipment, and their verbal responses.

Stimulate interest in books, stories, and poems.

- Read a variety of poetry--fiction and nonfiction.
- Encourage production of dramatizations.
- Make a room library accessible and inviting.
- Introduce children to the school library.
- Ask the librarian to conduct "story hours."
- Encourage dramatizations of stories through the use of puppets.
- Use talking books, records, movies, and filmstrips.

Initiate group activities which will help build oral vocabulary and which will extend and enrich children's background:

- caring for pets and plants
- dramatizing of stories and poems
- participating in assembly programs
- taking trips to parks, farms, and museums
- taking excursions around the school and community
- taking part in discussions
- listening to records, stories, and poems.

Discuss plans for excursions with the principal first. (See Appendix.)

Integrate language arts with the social studies, arithmetic, science, health, safety, music, and art.

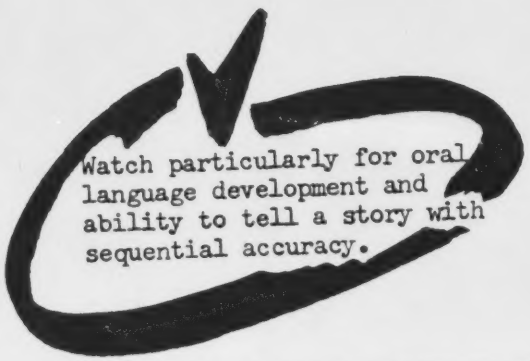
PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Look at the filmstrip entitled The Rabbit Who Wanted Red Wings, or another secured by the teacher. Be able to tell classmates several things:

events liked best
sequence of adventures of the rabbit
ending of the story.

Listen to the story of The Three Billy Goats Gruff as told by the teacher, and then dramatize.



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PROFESSIONAL LITERATURE

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Gallagher, James J. "The Gifted Child in the Elementary School," National Education Association, Series 17.

Cans, Roma. Guiding Children's Reading through Experiences, Series 3.

_____. "Developing Children's Reading Interest," Reading Is Fun.

Gates, Arthur I. Teaching Reading.

Gray, Lillian, and Reese, Dora. Teaching Children to Read.

Heilman, Arthur W. Principles and Practices of Teaching Reading.

Monroe, Marion. Growing into Reading.

Robinson, Helen M. (ed.). Corrective Reading in Classroom and Clinic.

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OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
AWAKEN INTEREST IN READING	The teacher should—
Acquire readiness through development of experiential background experience chart stories	Have children develop orally a composition about some school or home activity. Write (using manuscript) the story on the chalkboard. Read it to the children. Then prepare a printed chart, using the same story. Help the children read the story.
Learn essential skills presented in BASIC READING SERIES pre-primers primers	Provide many opportunities to construct and read Experience Chart stories.* From dictation write individual child's story in manuscript. When finished, say to the child, "Would you like to hear your very own story"? Children delight in hearing what they compose. Have children step from the chart stage of reading to the experience of using a book. This is the important transitional step from readiness to the printed page. The teacher should make much of this occasion with the child, encouraging him to examine the book, to talk about the various aspects of it, and to treat it with respect. Vocabulary difficulties should be removed in advance and the needed drill supplied at a separate period so that with the aid of pictures, questions, and comments from the teacher, an enjoyable first reading experience will be assured. Have supplementary as well as basic primers available. Allow individual children to read stories to the rest of the class. Use the teacher's manual that accompanies the basic reader for additional teaching suggestions.

*See Experience Charts in Appendix.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Discuss the pictures which illustrate the text. Discover what the characters are doing. Try to guess what they are thinking and saying.

Write a one-line story and draw a picture to accompany the text. Read the story and show the illustration to the class. When several stories have been written, bind them together to make an original picture storybook to take home to parents.

Keep a record of the number of books one reads, on a card. Let one row on the card represent the books read in the reading class; let the other row represent the books read at the library table.

Tell the stories read in books on the library table to classmates.

Help place leaves on the "reading tree." Print the titles of books they read on paper leaves and hang them on the reading tree.

Go, individually, to the teacher and dictate original stories. Keep these stories in their folders. Story booklets may be made later and taken home.

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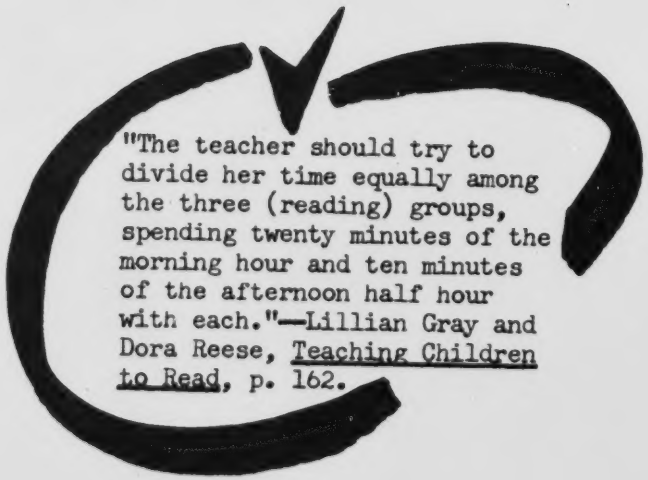
OBJECTIVES

AWAKEN INTEREST IN READING

Learn essential skills presented in BASIC READING SERIES

first reader



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Help the children to develop a larger speaking and reading vocabulary. Pace reading materials to the rate at which children can master the new vocabulary. This will differ with reading groups. In addition to the natural repetition that occurs in the reader, procedures may include:

- having children locate the word in different contexts in the reader
- including troublesome words in teacher-made charts and in chalkboard work
- using picture, word, phrase, and sentence cards
- preparing study exercises on the chalkboard and on duplicated sheets
- encouraging library reading of easy books using the vocabulary taught.

Provide for a well-balanced reading program through the use of basal readers. One series should be continued throughout the grades to provide for a good developmental program of reading instruction.

Realize and make use of the major advantages of an excellent reading series:

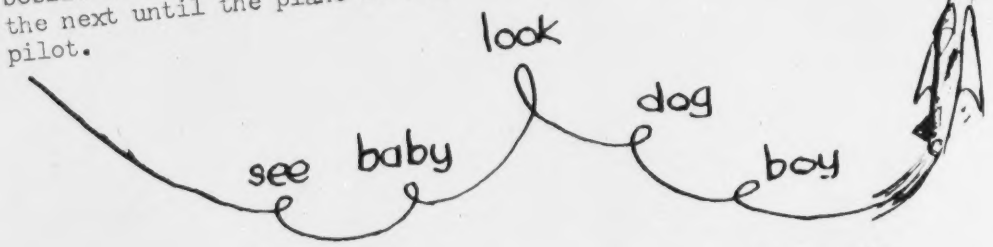
- the provision of a systematic program of instruction
- the inclusion of graded materials aiding individual needs of children
- the suggestions which provide for step-by-step teaching
- the provisions for review
- the provisions for the gradual introduction and practice of skills.

Prepare chart stories in which words from the basic reader are used. Encourage children who are having difficulty to read these charts independently.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Observe the airplane the teacher has drawn on the chalkboard. It is a jet plane and the vapor is streaming out of the back. Try to reach the pilot's seat by tracing the vapor trail with the pointer. (Each time one comes to a loop in the vapor trail there will be a new word. In order to continue, one must be able to say the new word written beside the loop.) If the word is given correctly, go on to the next until the plane is reached and one becomes the new pilot.



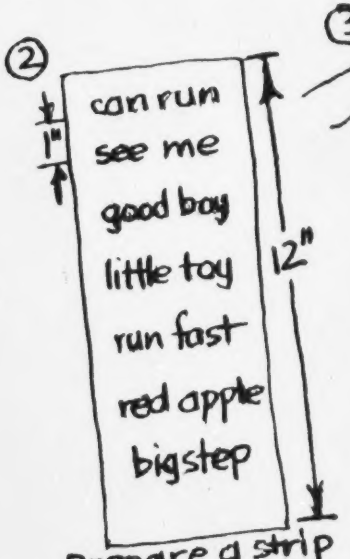
Play postman with another child and review the reading words for the week. The words are written on 3"x5" cards. (If one can read the word one can mail it in the box provided by the teacher representing the mailbox and labeled "mailbox." If one cannot read the word, he must deposit the card in the box marked "dead letters.") Try to mail all the cards as "letters."

Look at the list of quotations the teacher has written on the chalkboard, taken from the story the class has read. Look at a second column which has the names of the characters in the story and try to match each with the correct quotation.

Read chart stories independently when work is finished.

INSTRUCTIONAL AIDS

Homemade Tachistoscope



Prepare a strip of paper to slip through frame

Paper is inserted into frame and pulled through.

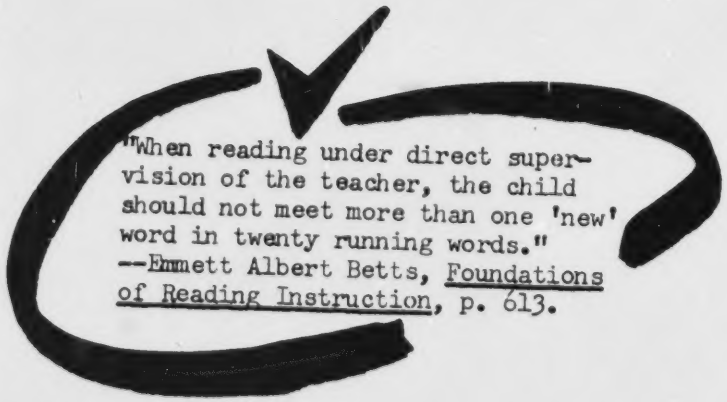
OBJECTIVES

AWAKEN INTEREST IN READING

Reinforce basic skills through SUPPLEMENTARY MATERIAL

DEVELOP WORD PERCEPTION SKILLS

Build sight vocabulary



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Use auxiliary and enrichment material to reinforce learning, to help meet individual children's needs, and to develop worthwhile interests. (See Approved List of Language Arts Instructional Materials, 1962-1965, under Auxiliary, Literature, and Resource.)

Help children acquire basic sight words before introducing the structural and phonetic analysis skills. Teach the use of context clues, configuration clues, and the picture dictionary.

Encourage children to express themselves freely. Act as secretary and write on the chalkboard the stories individual children tell. Build an "experience chart." (See Appendix on experience charts for procedure on use.) Individual stories and then experience charts help to make the transition from the readiness stage to the printed page.

Capitalize on the known sounds and symbols with which children are acquainted before coming to school. Play simple games using words, such as:

no	stop
go	red

Use the color words and simple number words to help build a sight vocabulary:

red	one
blue	two
green	three
yellow	four
	five

Keep a list of words that children find difficult to recognize. Repeat frequently in different meaningful situations.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Contribute oral expressions about activities and adventures to help build experience charts.

Put away supplies in cupboards labeled:

red paper	scissors
white paper	ropes
green paper	balls
toys	books

Make a folder to keep samples of work and label: "My work," "John Jones."

Paste pictures in scrapbooks and label, such as, "Mother," "Father," or "Baby."

Play vocabulary games with word cards. (The teacher may place ten or twelve word cards on the chalk ledge. The teacher or a classmate reads one of the cards. The child who finds the card receives one point. The one accumulating the most points is the winner.

Play the game of "Stop and Go" with classmates. (The teacher makes two signs: one that says "stop" and the other, "go." The teacher begins the game by saying a sentence like, "The traffic signal on the corner is red. What does it mean?" A child holds up the sign with the correct answer. If he is correct, he makes up the next question.)

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PROFESSIONAL LITERATURE

(Periodicals)

"Research in Reading," The Reading Teacher, Vol. XIII, No. 2, (Dec., 1959).

"Diagnosis of Reading Problems with Classroom Materials," The Reading Teacher, Vol. XIV, No. 1, (Sept., 1960).

"Exploration in Reading Research," The Reading Teacher, Vol. XIV, No. 3, (Jan., 1961).

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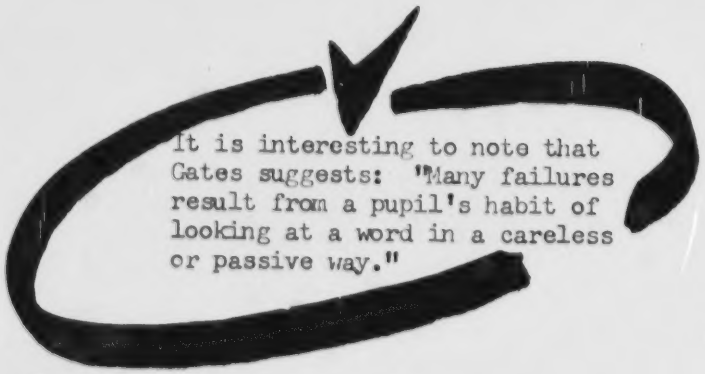
Wrightstone, J. Wayne. "Teacher-Made Tests and Techniques," Educational Leadership, Vol. XIX, pp. 170-172, (Dec., 1961).

OBJECTIVES

DEVELOP WORD PERCEPTION SKILLS

Build sight vocabulary through CONFIGURATION CLUES



Build sight vocabulary through CONTEXT CLUES

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Consider the use of configuration clues when beginning to help develop a basic sight vocabulary. It is easier for a child to recognize and to fix symbols in his mind if different shapes are involved rather than symbols that are closely related in pattern. For example, "Away I go" is more easily recognized than "Call Polly," because of the varied pattern.

Help children to develop awareness and sensitivity to configuration (pattern or shape) through well-directed discussions with the class. Have children, in a group situation, analyze the shape of a word. Sharing thoughts with others produces a lasting effect upon children. It may be necessary to call attention to the differences in length, height, and vertical characteristics but this should be done only after children have had an opportunity to determine the essential pattern features of words.

Take care in selecting words to be developed in lessons and be alert to those varying in pattern. Make use of the three configuration shapes when selecting the words:

Consider <u>length</u> of words.
Consider <u>height</u> of words.
Consider <u>vertical difference</u> of words.

Familiarize children with the technique of surmising the meaning of new words by determining what might make sense in the sentence. Contextual clues fall into two categories:

providing meaning based on past experience (knowing what happened in the preceding part of the story and determining what must logically follow—"John noticed many robins in the yard. He tried to pet one of the birds. The (robin) flew up into the tree.")

providing meaning by using a common, spoken word ("The boy (<u>rode</u>) his bike to the store.").

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Watch the teacher print a familiar word on the chalkboard and draw a line around the shape of the word.

Use finger to trace around the outline of the word. (The teacher will participate by writing other words on the chalkboard. One pupil may trace around the shape of a word with his finger. If he traces the word correctly, he may draw a line around it with chalk, and then choose another child to use his finger to trace around a different word. If the second child traces the shape of the word correctly, he may have the next turn to draw a chalkline around the word he has traced. The game may continue until a number of children have had turns.)

Tell some of the differences in shapes that can be observed about words. Is the word long? Does the word have tall letters in it?

Draw a line under the word that looks like the first word:
red (blue, green, yellow, red)
go (up, in, away, go, see)
toy (father, toy, come, oh).

Say the word that belongs with these sentences:
The boy rolls the ____.
The school bell ____.
Blow the ____.

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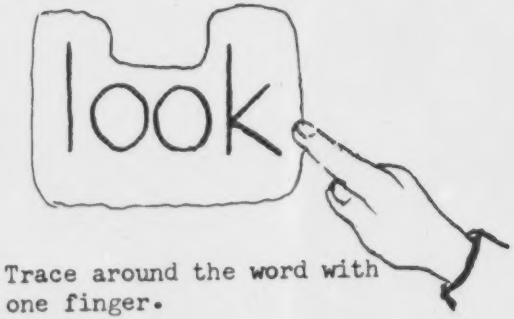
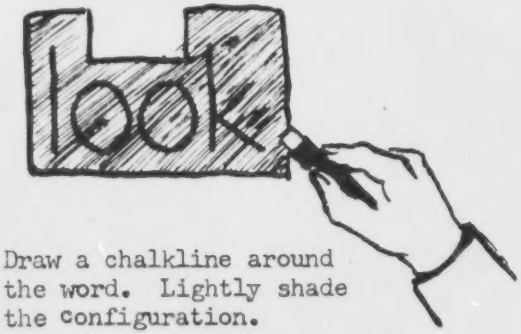


Trace around the word with one finger.



Draw a chalkline around the word. Lightly shade the configuration.

Help sharpen visual discrimination. Print the letters of the alphabet on tagboard. Cut them apart and place in boxes; tall letters in a long box, short letters in a small box. Encourage children to build words or sentences using these cards. After the results have been checked the child may return the letters to the proper size box.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP WORD PERCEPTION SKILLS	The teacher should--
pictures	Train children to surmise the meaning of new words by looking at the picture accompanying the text before reading the story to try to guess what the story is about. However, care should be exercised in the stories and pictures selected for this technique as in some instances a picture may convey several ideas which may lead the child to guess the wrong word-meaning. Block out the picture when children overuse the picture clue technique. Occasionally, a child relies too completely upon the picture, carelessly guesses word meanings, and interprets falsely.
Build skills of STRUCTURAL ANALYSIS	Teach children, when readiness is developed, to recognize words formed by adding endings, "s," "ed," and "ing."
inflectional endings	Use as root words known words which children have learned during reading lessons. Introduce inflectional endings when children need to use endings: during the reading of stories or when writing a composition.
compound words	Present the concept of compound words using only words which are familiar to the children. Write a known word on the chalkboard and have children identify it (<u>can</u>). Have children frame the word with their hands. Then write another known word and have children identify it (<u>not</u>). Place the two words side by side, frame them with hands, and read the new word. Then have a child frame the two words and read them. Another child may frame the words as all the children read them. Provide additional examples of compound words made up of known words, such as: something cannot playhouse airplane into someone seesaw

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Look at a picture the teacher has mounted on tagboard. Think what the picture tells and look at the sentence printed below. One word is new; it helps paint the picture of the story. Guess what the new word is. Read the sentence. Guess what the new word means.

Make a series of pictures about one subject. The teacher will help by writing words on the chalkboard that will tell the story about each picture. Copy the words and place the appropriate word or words at the bottom of the picture.

Add "s" to each of these familiar words:

walk	run	make
look	play	buy
jump	hop	take

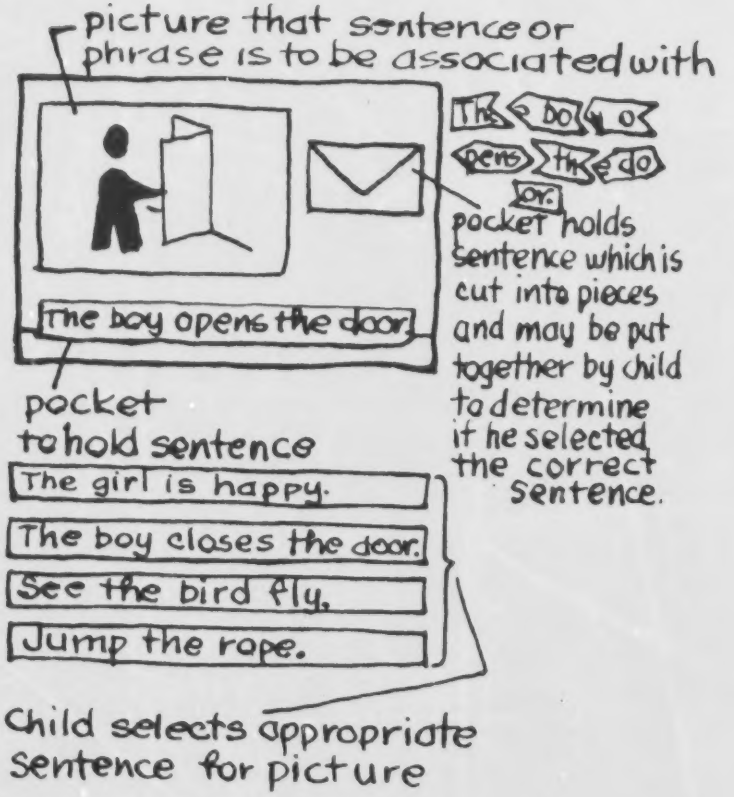
Match the following words to make one new word:

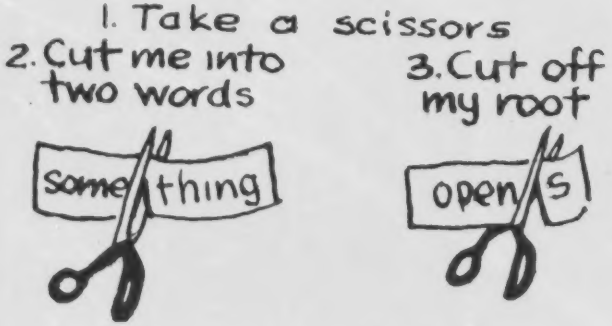
some	plane
a	to
can	not
in	way
air	thing
play	saw
see	man
snow	out
with	house

Draw a line between the two words:

someone
cannot
into
something

INSTRUCTIONAL AIDS

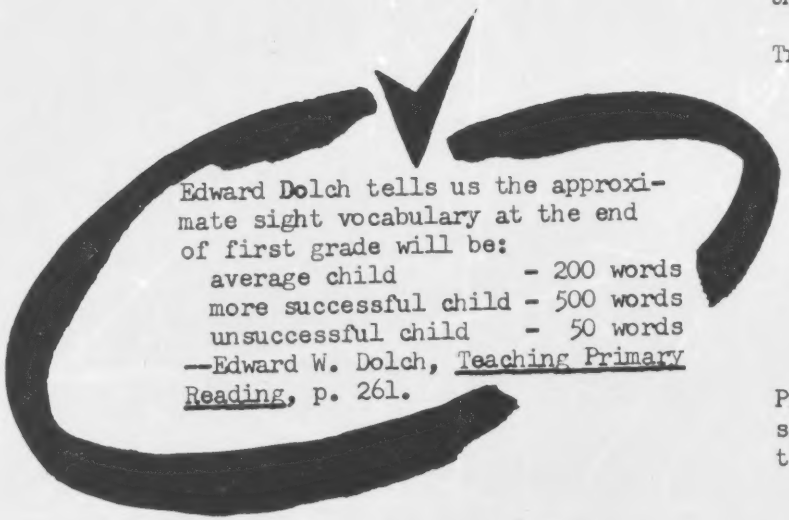




OBJECTIVES

DEVELOP WORD PERCEPTION SKILLS

Acquire visual and auditory discrimination



Edward Dolch tells us the approximate sight vocabulary at the end of first grade will be:

average child - 200 words
more successful child - 500 words
unsuccessful child - 50 words

--Edward W. Dolch, Teaching Primary Reading, p. 261.

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Realize that children come to school having gradations of sensitivity to sounds in relation to their experiences. However, it would be unusual to meet the child who had not listened to a story being told; who had not sung or listened to music; or who was not aware of the sounds of nature, of the city, and of the country.

Train children to identify and to develop sensitivity to:

sounds around the school
- bells
- musical instruments
- voices
- doors closing

sounds related to nature
- the birds singing
- the wind rustling the leaves in the trees

sounds related to toys
- the wheel turning on a bicycle
- the horn tooting on a tricycle
- the click of a mechanical toy in operation.

Provide opportunities to identify words starting with the same or with different sounds by responding with different techniques. Each may:

Clap hands when he hears a word beginning with a selected sound.

Tap the drum when he hears a word beginning with a selected sound.

Raise his hand when he hears a word beginning with a selected sound.

Identify pictures of objects that begin with the same sounds.

Select the names of students in the class whose names begin with the same sound.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Think about the sounds heard outside. With the aid of the teacher, make a list of sounds one hears:
the blowing of a car horn
the singing of birds
the rustling of leaves
the pattering of raindrops.

Draw a picture of something which makes a sound. Show the pictures to classmates; have them take turns making the sound and judge which child makes the most realistic sound.

Play the riddle "Sound Game." Describe something which makes a sound:
"The thing I am thinking about has fur, two eyes, and whiskers. It makes a sound. What is it?"
(A classmate tries to answer by giving the sound rather than giving the name of the item or animal.)

Play "Guess, Guess." (One child is seated with his eyes closed. Other children are seated in a group behind him. One child from the group stands directly behind the child sitting alone and says, "Guess, guess." The seated child tries to recognize the voice of the speaker.)

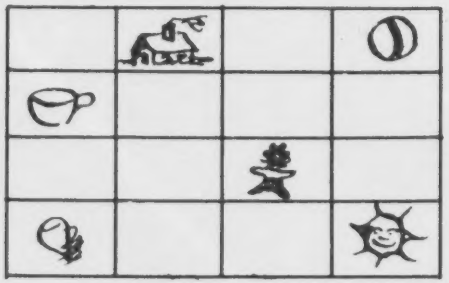
Introduce the game "I See" to classmates. (One child stands in front of the class and tells the others, "The name of the thing I see starts with the same sound as bird." The child who guesses the item may have the next turn.

Divide the reading class into two teams and participate in a sound-guessing game. (The teacher will hold up a card on which has been printed a letter of the alphabet. One must first say the sound of the letter to oneself, then think of a word which begins with the sound. The first child on the team tries to give a word. If he fails, the other team may try. A team receives one point for each correct word given. The team with the most points at the end of the game is the winner.)

INSTRUCTIONAL AIDS

f		l		
	c			b
h		r		
	t		m	
n		d		s

father		no	
		hen	boy
	little		
		sun	toy



Obtain a piece of unfigured oilcloth approximately 24" x 36". Use a brush pen to divide the oilcloth into squares. On several of the squares, draw a picture of an object, print a letter of the alphabet, or write a word. Place the mat on the floor and provide children with a beanbag. The object is to toss the beanbag onto a square with an illustration. The player identifies the initial sound of the illustration and gives another word with like initial sound.

OBJECTIVES

DEVELOP WORD PERCEPTION SKILLS

Build skills of PHONETIC ANALYSIS

initial consonant sounds:
b, c (hard), d, f, g (hard), h, j, l, m, p, s, t, w, and y

"Few children ... have had opportunities to apply their knowledge of sounds to language ... to compare likenesses and differences ... or to listen for the beginning or ending sounds of a word."
—Monroe, Marion. Growing Into Reading, p. 111.
It becomes necessary to develop sensitivity in this direction before proceeding to more formal instruction of phonics.

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Present initial sounds gradually; for example, s.

Select the sound that is to be learned, using varied techniques to develop recognition and recall:

Read a short story to the class, requesting children to raise their hands whenever they hear the sound of s.

Ask children to tell the names of all the toys they can think of that begin with the s sound.

List familiar words on the chalkboard and select children to determine those which begin with the sound of s.

Show pictures of many objects and have children select those whose topics begin with the s sound.

Use various ways to present initial consonant sounds. Each letter sound may take a week or longer to teach the children. Proceed as fast as you feel the children are able to progress. One method of presenting the sound might be:

Print the letter b on the chalkboard. Print several familiar words under the letter. Say the words, calling attention to the beginning sound: baby, boy, box, bun. Have children close their eyes and pronounce several words: some beginning with the letter b, some beginning with other letters—baby, milk, cat, boy, bug, some. Have the children raise their hands every time they hear the sound of the letter b at the beginning of a word.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Fill the chart holder with cards on which words are printed. The cards should be grouped; the words in each group should begin with the same consonant. (One child may say, "I am thinking of a word that begins like house." Another child may ask, "Is it horse?" The game continues until someone identifies the chosen word from the group of words that begin with h.)

Fill the "treasure box." (The teacher draws a treasure box on the chalkboard. Above it he writes several letters which are familiar in sound. Every time a child is able to say a word beginning with one of these sounds, the teacher writes an "x" in the box.) It will be fun to see how many word treasures the class is able to put into the box.

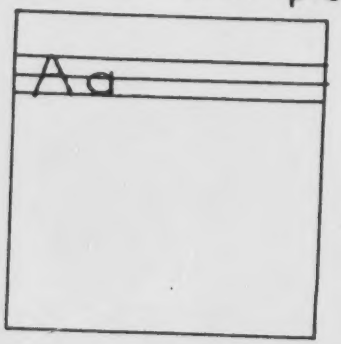
Sit in a circle to play the "Sound Game." (The teacher walks around the circle pronouncing the sound of a letter and taps one child on the shoulder. If the child is able to give a word which begins with this sound, he may take a turn as "teacher.")

Make a phonics alphabet book. (The book should have a cover and twenty-six pages. Each of the pages will be used for one letter of the alphabet. The teacher will have prepared the sheets in advance for the pupils, writing each letter in capital and small letter form, and using colored paper for the vowel sounds.) Pupils will:

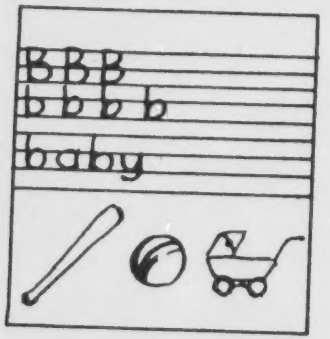
- Arrange the pages in alphabetical order with the aid of the teacher.
- Be aware that the colored pages represent letter sounds called vowels.
- Use each consonant page as a work sheet.
- Practice writing capital and small letters.
- Write one word on each page which begins with the letter on that page.
- Draw a picture of something which begins with the letter.

INSTRUCTIONAL AIDS

A Phonic Notebook
Sample Sheets



Vowel pages are duplicated on colored paper.



Consonant pages are duplicated on white paper.

Duplicate copies of the alphabet sheets including an example of one upper and one lower case letter on each sheet. Assist children in assembling pages in alphabetical order.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP WORD PERCEPTION SKILLS	The teacher should--
Build skills of PHONETIC ANALYSIS	Teach the techniques of substituting initial and final consonants in attacking new words.
initial and final substitutions	at,--mat, bat, pat, fat, sat. to,--top, toy, Tom, ton. Give practice in substitution when an unfamiliar word appears that may be attacked through use of this technique.
common word endings	Help develop recognition of common word endings: an, and, at, ay, ear, ing, it, ow, ump.
vowel letters	Teach the names of the vowel letters: a, e, i, o, and u.
consonant digraphs	Informally call attention to the following digraphs: Initial Position: ch as in chain; sh as in shop; th as in this; wh as in what End Position: ch as in watch; sh as in dish; th as in with
combination of methods	Consider the possibility of several methods being used in combination. There are numerous times when two or more techniques work together. As we are not certain which clue unlocks a word for a child, it is well to give consideration to this fact.
DEVELOP COMPREHENSION SKILLS	
Associate MEANING with printed page	Begin by using pictures which are labeled germane to illustrations. Also label items about the room with appropriate words, for example, the door, the desk, the chalkboard, and the chair. Novice readers will eventually become cognizant of the fact that the symbols relate something to us.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Observe balloons drawn on a chalkboard. (Each balloon should have the word at printed on it. By placing a letter in front of at, a new word may be formed.) Take turns and see how many new words can be made.

Look at the illustrations on a wall chart. (Some of the cards should have pictures of only one item while others should have pictures of more than one item, for example, three dolls, one ball, two balls, one tree.) Match word cards to the correct picture.

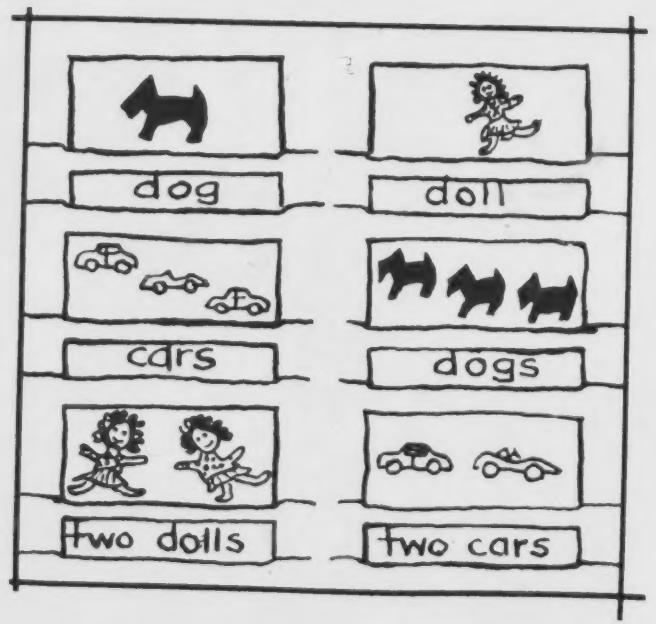
Observe the words listed on a work sheet. (Some of the words should have a new ending, for example, egg and eggs, boat and boats, day and days.) Draw circles around the words which have new endings.

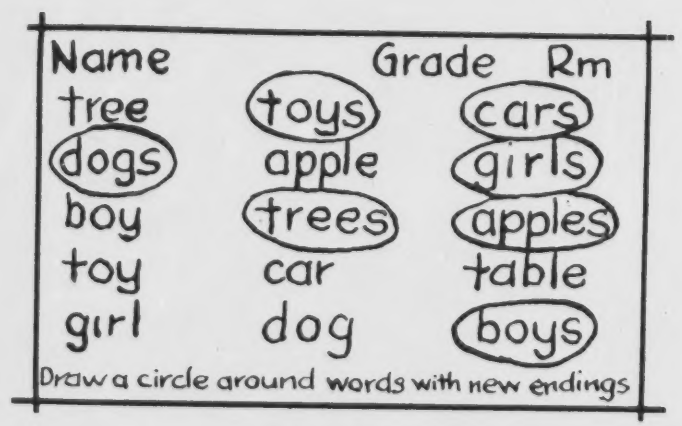
Look at sets of two letters which the teacher has printed on the chalkboard—ch, sh, th, wh. Take turns and point to the one the teacher describes:

It tells you to lie quiet.
It makes the sound of a locomotive.
It makes one put his tongue against his teeth.
It makes one blow softly.

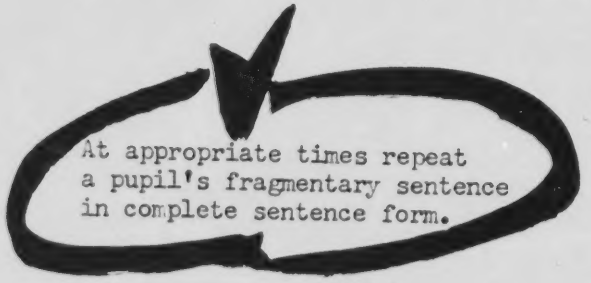
"Seatwork" should be related to the reading lesson.

INSTRUCTIONAL AIDS





OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP COMPREHENSION SKILLS	The teacher should--
Associate MEANING with printed page	Make great use of experience charts in the early stages of reading. (See the section on experience charts for information regarding techniques of use.) The charts are the transition activity which takes the child into the printed textbook.
Acquire basic VOCABULARY	Build a basic reading vocabulary by helping children learn to read those words most often used in a child's oral vocabulary. As a child progresses, help him to add to his reading vocabulary by learning to unlock new words through the techniques of structural and phonetic analysis.
Understand meaning of simple PHRASES	Use a homemade tachistoscope when children have acquired some skill in recognizing words to practice phrase-reading. Flash phrases quickly; have children recall them. This helps to develop skill in phrase reading.
Understand meaning of simple SENTENCES	Encourage more mature children to read complete sentences, to speak in complete sentences, and to write complete sentences. Explain that the sentence really tells a little story: It may give information. It may tell one what to do.
Comprehend THEME of simple story	Give simple exercises which aid children in becoming conscious of the thought or the theme of a story. Read a part of a story to children. Stop reading before the climax. Have children try to create the ending to the story. Then finish the story so that the children may discover how close they have come to guessing the true ending.



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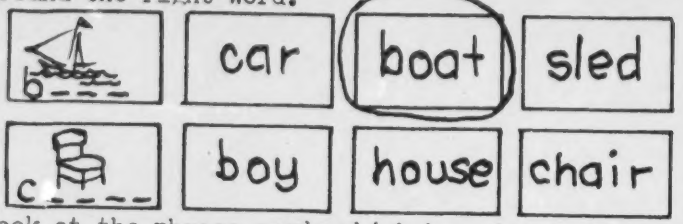
PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Look at the pictures and the word cards. Decide which word identifies the picture. Draw a circle around the right word.



Look at the phrase cards which have been given to them during their reading class. (The teacher should write a duplicate of each phrase on the chalkboard.) Identify them with those written on the chalkboard. Pupils may read the phrases aloud after all children in the reading class have had an opportunity to verify phrases.

Play "Phrase Dominoes" with cards made to resemble dominoes. (Phrases are printed on cards in place of numbers.)

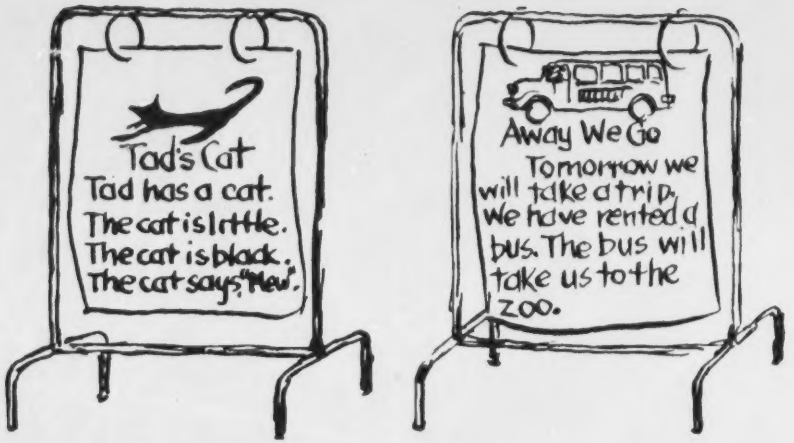
Work directly on the sheets given to the class by the teacher. (The teacher should have placed or drawn several pictures on a page and under each picture a sentence which tells what is to be done with the picture. After work has been completed, the teacher should check the papers to see if the children read and understood the directions.)

Read paragraph stories prepared by the teacher. Look at the list of titles which are listed at the bottom of the page. Select the appropriate title from the list of titles which are given below the paragraph and paste it above the paragraph to which it is related.

Make up a riddle about something in the room. Have classmates try to guess the answer to the riddle, for example:

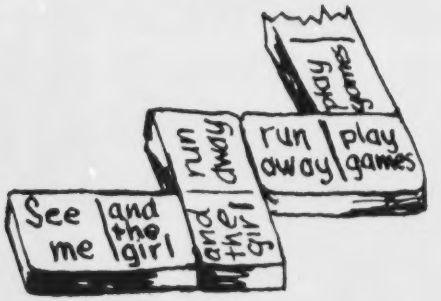
"It is a white stick. It is not to eat.
You can hold it in your hand.
You make lines on the chalkboard with it.
You can write words with it." (chalk)

INSTRUCTIONAL AIDS



A stand to hold experience charts is listed on the Approved List for Maps, Charts, and Globes. The Commodity number is 3295.

For purchase of chart paper see addendum sheet for the Approved Text Book List for Language Arts Subjects, 1962-1965.



Play phrase dominoes.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP INTERPRETATION SKILLS	The teacher should--
Recognize personal EXPERIENCES in visual materials	Show films and filmstrips which revolve about the adventures of boys and girls who are six years old. (See suggested list of films and filmstrips which may be obtained through the Division of Visual Education.) Prepare a set of pictures of a family outing which boys and girls recognize. Show the pictures on the opaque projector for the class to view.
Recognize EMOTIONS expressed by behavior of characters	Have children tell their reactions to a story read to them by the teacher. Do they think the story was amusing? Sad? Serious? Give reasons.
Become aware of RELATIONSHIPS of ideas	Provide experiences which will help children become aware of relationships between ideas and encourage use of these ideas in other situations. Children also should be trained to evaluate their ideas.
Form SENSORY IMAGES based on personal experiences	Sharpen sensory images by making children conscious of things about them.
Discover meanings beyond literal facts of selection	Help children understand that sometimes an author says more than what the actual words in a story tell; and they must be alert in concluding other messages the author conveys.
Begin to make JUDGMENTS and DRAW CONCLUSIONS	Provide exercises which will require the child to draw conclusions and make judgments in relation to his mental maturity.
Identify MOOD or TONE of stories and poems	Help children recognize a dimension beyond the setting of the scene: Is he a happy child? Is he sad? How do we know the story is a happy or a sad one?

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Find in the reader a story which is similar to a previous class or individual pupil experience:
- a trip to the zoo
- a trip to the grocery store
- a birthday party
- a day in school.

Compare personal experiences with those of characters in the stories.

Read or listen to the teacher tell the story "The Three Bears." Draw a picture which shows how Baby Bear feels when he sees his chair.

Describe:
- gingerbread baking
- the smell after rain
- the crackle of dry leaves in autumn
- the colors of a flower.

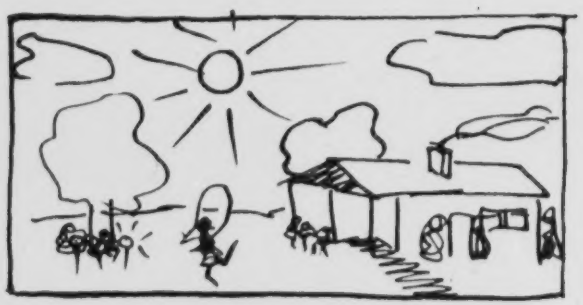
Paint color pictures in words:
- the kitchen at holiday time
- the backyard in the fall
- the morning after a first snow.

Read the following sentences and select the best answer:
Jane and Tim walked down the street. They stopped at a store. Tim saw a little dog in the window. The dog needed a home.

Did Jane and Tim walk on?
Did Tim want to take the dog home?
Did someone else buy the dog?

INSTRUCTIONAL AIDS

What does this picture tell you?
How does it make you feel?



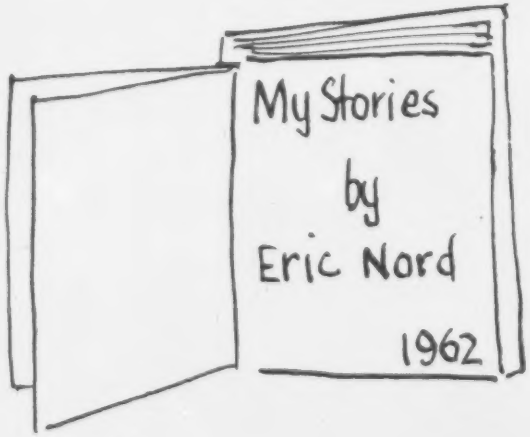
What does this picture tell you?
How does it make you feel?

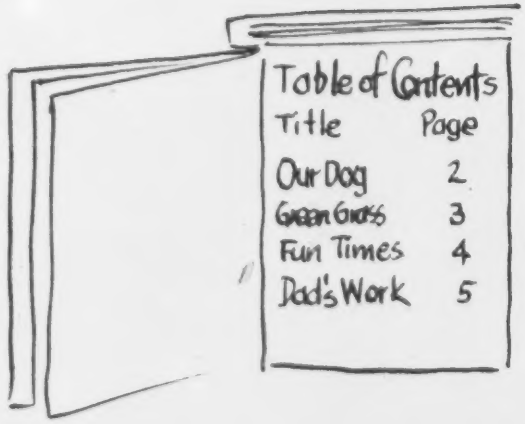
OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP STUDY SKILLS	The teacher should--
Become aware of PARTS OF BOOK	Demonstrate the correct way to hold a book. See that children hold books correctly at all times. Guidance includes: calling attention to the parts of a book--front, sides, top, back, bottom, cover, text teaching children how to turn pages from the top right-hand corner using the right hand. Arrange with the librarian to demonstrate the correct handling of books. Help the child to: open book correctly and to turn pages carefully scan titles, pictures, familiar stories, and page numbers study pictures for clues to the content of the story hold books at right distance from the eyes secure proper light and retain good posture while reading. Instruct children in the use of the table of contents. Have children look for the title of the story and page number of the story that they are going to read in the table of contents. Have them find the story by looking for the correct page in the book and then checking the title. Give children many opportunities to handle books other than textbooks.
Become acquainted with picture DICTIONARY	Have at least one picture dictionary available and encourage children to use it. Encourage a child to make a personal picture dictionary of new words learned in a unit of study, such as safety: patrol boy policeman stoplight corner cars

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Combine in book form the best compositions written during one month. Pupils may make their own books or they may make a "class" book. (They should provide a cover, a title page, and a simple table of contents. Illustrations may be added to emphasize certain stories and to make the book attractive. The book may be taken home for Mother and Father to enjoy.) Tell their parents about the cover, title page, and illustrations.





Print a letter of the alphabet at the top of a page. If the letter is m, draw pictures of things that begin with an m sound. The teacher will help spell the word if necessary so that each picture may be labeled:

man	money
mice	monkey

INSTRUCTIONAL AIDS

(Dictionaries)

See section designated to listing of dictionaries in the Approved Text Book List for Language Arts Subjects, 1962-1965.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP STUDY SKILLS	The teacher should--
Obtain information from ILLUSTRATIONS	Use illustrations in books to help children: arrive at unknown words by pictures suggesting context give clear meaning to new words become stimulated to discuss related topics speculate on the outcome of the story.
Associate meaning with symbols on simple MAPS, CHARTS, and GLOBES	Have children locate streets adjacent to the school on large teacher-made floor maps. Have them locate Chicago on the globe. Point out the large body of water adjacent to Chicago and have children use the terms "north" and "south." Locate the United States on both the globe and the map. (See the Curriculum Guide for Social Studies, K-3 for appropriate activities.)
Understand purposes of LIBRARY	Have class visit the school library as a group to learn how to locate picture books and easy books. Instruct children on circulation procedure if the school library permits primary children to take books to the classroom or home. Encourage children, who have learned to write their names, to obtain a public library card. It is well for children to learn early the advantages of the library and to develop the "library habit." (See the literature section for information on the public library.)
Read variety of materials for supplementary information	Obtain copies of books listed on the auxiliary literature listing. (See this section in the Approved Text Book List for Language Arts Subjects.) There are many classics which children enjoy and because of the high interest level greater reading power is encouraged and often achieved. Use the primary social studies books to encourage the seeking of information about our home and community.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Look at the picture that accompanies a story. Tell the teacher about the things seen in the picture. Read the text that accompanies the picture. If one word is unfamiliar, perhaps the picture will help tell the word which fits in the sentence.

Draw a map of the school grounds. Locate on the map the school, the playground equipment, and the sidewalks. Tell the way they walk home from school and show the way on the map.

Find, with the aid of the teacher, our city on the globe; on the map. Note the color of Lake Michigan on the globe.

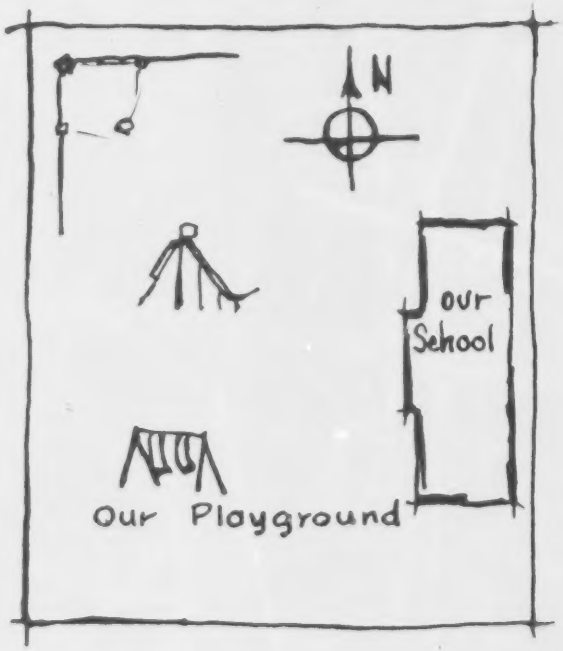
Obtain a library card with permission of either Mother or Father. (The librarian should help locate the place in the library where the picture books are kept.)

Listen while the school librarian reads a story. Answer the librarian's questions about the story. Dramatize the story or draw a picture about it to bring to the room teacher.

Go to the school library to find information about pets, planting seeds, children in other lands.

Read some of the books on the room library table or read books obtained at home or from the school library. Keep a record of books read by writing the title on a little fold of paper and pasting it on a strip. See how long the strip will grow! (See drawing.)

INSTRUCTIONAL AIDS



OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP STUDY SKILLS	The teacher should--
Perceive main ideas and sequence in stories, problems, and written directions	Read a paragraph to children or have them read the material themselves. List a sequence of events in the story on the chalkboard but scramble the sequence. Have children rearrange the events to follow in logical order.
Become familiar with aids for RETENTION and RECALL of selected information	Use various games to help sharpen retention and recall. Skill may be obtained through practice and drill. Associate one story with another the children have read.
DEVELOP ABILITY TO READ ORALLY AND SILENTLY	
Use ORAL READING for specific purpose	Promote good expressive oral reading by: providing much easy story-type material discussing a story's situation to clarify meanings involved calling direct attention to use of the voice to bring out meaning of text selecting the best conversational parts for oral interpretation giving individuals a chance to read favorite parts of a story arranging audience situations in which story is "new" to listeners providing opportunity for dramatization giving direct instructions on recognizing and grouping words in thought-units, keeping eye ahead of voice, and adapting expression and rhythm to content being read.
Use SILENT READING for specific purpose	Point out the fact that one cannot always read orally. If one is reading in the presence of others, it would be disturbing. Slow-learning children are often lip readers. Remind them to keep their lips together and to read only with their eyes and minds.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Listen to the story the teacher reads. Name the characters in the order of their appearance in the story.

Work the See-Quees puzzles. Begin with the easy puzzle which has only four parts; next, try to arrange the puzzle with six parts to the story; and last, try to arrange the twelve-piece puzzles in order of story sequence.

Play "Flashed." (The teacher will show a word-card to the class for just a moment and then insert the word-card in a pile of cards. The pupils will try to remember the word. The teacher will show each card slowly beginning at the top of the pile. Children watch for the word the teacher "flashed" to turn up. When they recognize it, they quickly raise their hands.)

Dramatize one of the stories read in the morning reading class. (The pupils in the reading class will each assume responsibility for reading a part spoken by a character in the story. Classmates speak using the kind of voice which best represents the character. The teacher will read the narration between the conversations.)

Use a marker to help keep one's place when reading. Try never to use a finger to point to the words. Sometimes try to read without the marker and read "just with one's eyes."

Improve oral reading by making tape-recordings. Listen carefully as the tape is played; decide if one reads too softly, too haltingly, too loudly, or too slowly. (Ask, "Does it sound like a story?" "Is it interesting?" "Does it sound as though real people were talking?") Make a recording at a later date; listen for improvement.

Play the game of "catch." Observe classmates reading silently and try to "catch" them moving their lips.

INSTRUCTIONAL AIDS

Grouping Helps Provide

GRADE TWO

BEFORE YOU GROUP, get to know your children's reading problems.

In order to separate the class into at least three groups, the teacher will need to gather pertinent information regarding the reading skills of children in her classroom.

DIAGNOSE NEEDS

Diagnosis is the first step to sound instruction. It helps make possible the kind of instruction necessary for growth in reading. Growth in reading depends upon the skills being developed sequentially in keeping with the individual needs of each child.

Diagnose placement or level of reading abilities and specific needs of individual children. Use simple diagnostic tests to uncover reading difficulties of children:

- Tests accompanying basic readers may be obtained easily.
- Tests, such as the one suggested by William Kottmeyer on pages 91-106 of A Teacher's Guide to Remedial Reading may be given.
- Tests developed by the classroom teacher may be used to identify individual student's problems.
- Adjustment teacher's diagnosis may be requested along with suggestions of techniques to help improve reading abilities.
- Previous classroom teacher may be consulted to give insight into the child's difficulties.

REDUCE FAILURES

Guide progress through a continuing process of diagnosis which will give insights into the individual needs of each child in the classroom and make possible the adjustment of the program to meet those needs.

for the Best Results

Plan and have two reading periods daily for each of the three reading groups.

Make provision to meet with the groups in a place in the room set aside for this purpose. Each group should meet once in the morning and once in the afternoon.

In the MORNING period, stress:

development of power
introduction of increasingly difficult reading
reading for different purposes
development of skills.

In the AFTERNOON period, provide opportunity to reinforce skills which were introduced in the morning period by:

use of easier material
improvement of quality of oral reading, centering attention on content of very simple material
reading silently for fun and enjoyment
dramatization of stories, poems, or experiences by the children
variation of the materials and methods to suit the abilities and needs of the various groups.

GROUP ONE may work at the chalkboard practicing writing. When work has been approved, the child erases it, returns the chalk to the ledge, and walks quietly to his seat. He may begin seat-work or work at other activities the teacher has designated.

GROUP TWO will work independently at their seats on exercises that are provided by and explained by the teacher. Keep in mind that every half hour of direct reading instruction requires the teacher to provide for approximately one hour of independent activities.

GROUP THREE will work in a reading circle under the direct supervision of the teacher.

BE ALERT and provide for the special needs of INDIVIDUALS.

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Discover special INTERESTS through literature

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
AWAKEN INTEREST IN READING	The teacher should--
Develop readiness for successive stages of reading	Help children to refine and extend the skills previously developed. Students are to utilize their reading abilities by enjoying supplementary reading and by writing simple compositions. Know that after the initial instruction in reading children go through a period of rapid progress in developing fundamental reading abilities. Care should be taken in selecting the kind of reading experiences which will provide for continuous growth. Teach that symbols alone provide little or no means of communication. To become a message, consideration must be given to groups of words, punctuation, and interpretation in the light of one's background and need.
Learn essential skills presented in BASIC READING SERIES	Provide for daily systematic instruction in a basic reader at the child's level of ability given in small groups at some designated place in the classroom. Select a basic reader. However, it is unwise to limit reading to one basic text. Provide a variety of supplementary readers, children's magazines, weekly publications, and other material a child is able to read with ease. Provide library books from which the teacher may read excerpts to interest the children and to encourage independent reading.
Reinforce basic skills through SUPPLEMENTARY MATERIAL	Provide many experiences for the use of reading as a tool in other subjects. Develop an awareness of the need for reading skill in the content areas: bulletin boards highlighting lists, announcements, or news events experience charts prepared by children and teacher signs, posters, and announcements related to school and community activities.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Consult a picture and/or "box dictionary" to find an unknown word during independent reading activities.

Construct new cards for the "box dictionary" by drawing a picture of an object or an activity and printing the correct word or phrase under it. Ask the teacher for time to introduce the new dictionary card to the class before placing it in its proper place in the "box dictionary."

Read the experience charts, the teacher and classmates have prepared, containing information related to the content areas.

Use filmstrips to help improve skill in reading.
(Note: See Approved List of Filmstrips for Elementary and Secondary Schools 1962, "Language Arts" and "Tachistoscope Filmstrips.")

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Gallagher, James. J. The Gifted Child in the Elementary School, Series 17.

Gates, Arthur D. Teaching Reading, Series 1.

Gray, William S. On Their Own in Reading.

Heilman, Arthur W. Principles and Practices of Teaching Reading.

Kephart, Newell C. The Slow Learner in the Classroom.

Robinson, Helen M. Corrective Reading in Classroom and Clinic.

Sochor, E. Elona, et al. Critical Reading: An Introduction.

The Reading Teacher - Diagnosis of Reading Problems with Classroom Materials, Sept. 1960.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
AWAKEN INTEREST IN READING	The teacher should—
Reinforce basic skills through SUPPLEMENTARY MATERIALS	Build interest in worthwhile books by having a "Book of the Week" display. Prominently display the books and from time to time point out an interesting picture or read a paragraph. Aid in broadening children's interest by first promoting books on subjects of immediate interests, gradually branch into and introduce new but related subjects. Eventually, completely new fields may be presented once the door to adventure has been opened.
DEVELOP WORD PERCEPTION SKILLS	Provide children with opportunities to utilize the vocabulary learned in first grade: in formal reading lessons when writing compositions when reading simple library books.
Build sight vocabulary through CONFIGURATION CLUES	Encourage children to continue to use word configuration as a clue in attacking words. Select words of various letter patterns when reviewing the use of configuration. Make use of the three configuration shapes when selecting example words: length of words, height of words, and vertical differences among words.
Build sight vocabulary through CONTEXT CLUES	Remind children to use an educated guess along with word attack skills and then determine if the word makes sense in the sentence. Direct attention to synonyms and homonyms as they appear. Encourage pupils to make lists from outside reading.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Obtain and make use of library cards. (It is possible to procure a wide range of stories and poems to satisfy the needs and interests of every child at the public library. However, each child will need his parent's permission to obtain a library card.)

Read the books the teacher has provided for the class which are kept on the room library table. (Occasionally the teacher may allow children to select a book from this collection to take home and read.)

Trace the shape of a word with one finger. Look to see if other words in the text are the same shape. Describe the shape of the word. Is it long? Is it short? Does it have tall letters? Does it have letters which hang below the line?

Listen to the teacher draw a word picture. Try to identify the word and place it in the correct frame previously drawn on the board by the teacher.

Read the story the teacher has duplicated for the class. There will be many words which look almost alike. List them on the chalkboard or on space that was left for the purpose at the bottom of the paper. Take turns reading the sentence as each one is found. Note that although the words look almost alike they have different meanings.

Write several sentences on one subject but leave one important word out of each. Read the sentences to classmates and see who is able to supply the correct words to complete the sentences.

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See the Approved List of Language Arts Instructional Materials 1962-1965 for suggested list of books with "high interest and varying levels."

See the Approved List of Language Arts Instructional Materials 1962-1965 for suggestions regarding the auxiliary literature books.

Find the words that look almost alike.

Walking to School

Mary and Gary are walking, talking, and carrying books. It looks like they have not heard the bell. Who will tell them to start hurrying?

Find as many homonyms as you can in the story below.

Cowboy Bill

We heard the herd running down the road. The new cowboy named Bill blew his blue whistle to warn of danger. He had read the rules in the big red book and knew that two new cowboys would come to help him.

OBJECTIVES

DEVELOP WORD PERCEPTION SKILLS

picture

Build skills of STRUCTURAL ANALYSIS

affixes

"Inflectional endings--a meaningful element that is affixed to the ends of words to form plurals and the possessive case of nouns; the past tense, the third person singular, present indicative, and the present participle of verbs; and the comparison of adjectives or adverbs."

Gray, William S. On Their Own in Reading. Scott Foresman & Co., Chicago, 1960, (p. 4.)

compound words

contractions

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Occasionally remind children of the use they may make of the pictures which accompany the texts.

Extend knowledge of inflected forms of root words: s, est, es, er, ed, ing, y, and ly. As endings appear in the reading material, explain mearings and give examples for practice.

Action Words			Descriptive Words	
s	ed	ing	er	est
rains	rained	raining	colder	coldest
walks	walked	walking	softer	softest

Call attention to the suffix er meaning agent (player).

Teach children to recognize words formed by:

changing y to i before addding endings
dropping final e before adding endings
doubling final consonant before adding endings.

Acquaint pupils with the meaning of the prefixes un and re.

Explain to children that many words are made up of two words. These are the easiest multisyllables to present. When children are accustomed to visualizing complete configuration, they see the compound word as a completely new pattern. Begin instruction by using pairs of familiar words which make the new compound word.

Present a printed directive using a contraction. After pupils read it, point out that often when an author wants to approximate speech he uses the contracted form of two separate words. Equate the apostrophe with the omitted letter.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Look at the picture which accompanies the story and determine important facts which aid in understanding the story and unlocking the meaning of new words.

Observe the list of words the teacher printed on the chalkboard. Draw a line under the part which was added to the root word.

Look at selected words in the pocket chart. (These should be root words.) Look at the cards on the chalk ledge. (These should be endings for words.) Determine which words may be changed by adding a new ending. Put the new ending after the root word. Pronounce the new word and use it in a sentence.

Find the two words which will make a new word.

any	house	some	times
play	way	to	night

Join the words in columns A and B by omitting a letter of the words in column B and writing an apostrophe in place of that letter.

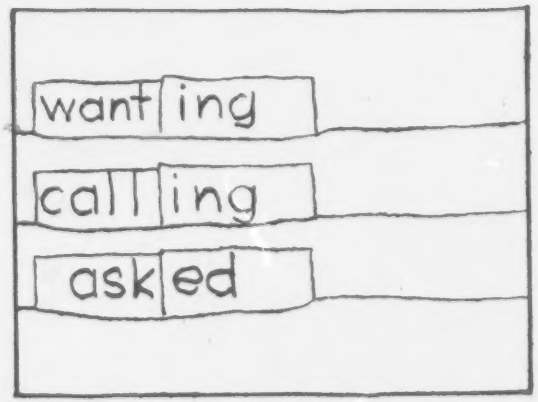
A	B	C
he	is	_____
let	us	_____
they	are	_____
did	not	_____

Make labels for "Joe's book", "teacher's desk," and "Ann's doll."

INSTRUCTIONAL AIDS

See the Approved List of Language Arts Instructional Materials 1962-1963 for listing on work materials, manipulatives, and recordings useful in the teaching of reading, such as:

- workbooks
- flash cards
- flannel boards
- puzzles
- games
- easels
- figurines
- wall charts



Pocket Chart

"Affix - a prefix, a suffix, or an inflectional ending."

Gray, William S. On Their Own in Reading. Scott, Foresman & Co., Chicago, 1960, (p. 2).

OBJECTIVES

DEVELOP WORD PERCEPTION SKILLS

Build skills of PHONETIC ANALYSIS

consonant blends

consonant digraphs

hard and soft c and g

PROCEDURES AND PRACTICES FOR THE TEACHER

The teacher should—

Aid children in gaining an independence in word analysis. Phonetic and structural analysis are indispensable aids in attacking new words independently:

Prepare exercises involving new and unfamiliar words.
Call attention to new vocabulary.
Provide opportunities for children to use the new vocabulary.
Have children make their own picture dictionaries.

Review work of previous grades. Reteach the material presented in the first grade if it seems necessary.

Provide opportunity for practice in recognizing and giving correct sounds of blends such as: fr, gr, tr, br, cl, sl.

Explain blends to the pupils when they occur. Drill on initial blends should precede drill on final blends.

Provide opportunity for practice in recognizing and giving correct sounds of digraphs: ch, th, sh, wh.

Extend knowledge of consonant elements in words:

The letter c usually has the s sound, or soft sound, when it is followed by the letters e, i, or y (city, face, ice, Nancy).
The letter c usually has the k sound, or hard sound, when it is followed by the letters a, o, or u (coat, carry, came, cube).
When g is followed by e or i in a word it usually stands for the j sound (gym, gem, gentle, George). At other times, g is given the hard sound (goes, gate, bag, leg).

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Make a Word Book. Write all the phonic generalizations learned. Also include in the book examples of words which illustrate the generalizations.

Play the game of "Fish." (About twenty cards will be placed, face down, on the center of a table. The words on the cards will each begin with a blend such as br or a digraph such as ch. Each child selects a card in turn. If a child pronounces the word correctly, he keeps the card. The child having the greatest number of cards when all have been picked up, is the winner.)

Select a paragraph in the school newspaper and draw a circle around the words which have a soft c or g in them. Write the words on the chalkboard for classmates to view. Explain why each word was selected.

Formulate generalizations which pertain to the hard and soft sounds of c and g. Enter these generalizations in the Word Book.

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OBJECTIVES

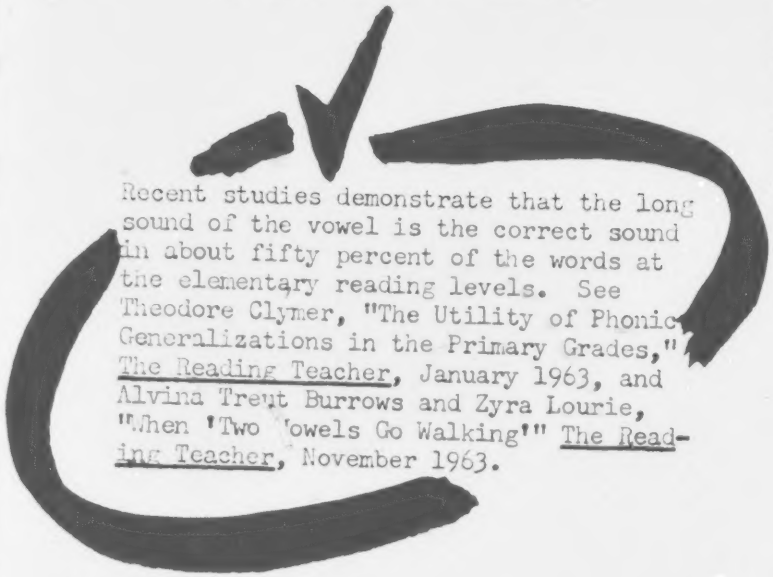
DEVELOP WORD PERCEPTION SKILLS

Build skills of PHONETIC ANALYSIS

silent consonants

vowels

a, e, i, o, u, sometimes y



Recent studies demonstrate that the long sound of the vowel is the correct sound in about fifty percent of the words at the elementary reading levels. See Theodore Clymer, "The Utility of Phonic Generalizations in the Primary Grades," The Reading Teacher, January 1963, and Alvina Treut Burrows and Zyra Lourie, "When 'Two Vowels Go Walking'" The Reading Teacher, November 1963.

vowel diphthongs oi - oy

ou - ow

PROCEDURES AND PRACTICES FOR THE TEACHER

The teacher should:

Introduce pupils to instances where consonants are usually silent:

the consonant added before an ending (hopped)
the second of two consonants at the end of a word or syllable (egg)
the c in ck (brick), k in kn (knew), gh after i or u (high, through).

Interpret to children the differences between long and short vowel sounds. The long vowel sound is easy for children to remember as the long vowel says its name. It will be necessary to give examples of the short vowel sounds. Pronounce words with short vowel sounds in initial and medial position. Write the words on the chalkboard and pronounce them for the children.

Teach the vowel sounds and these simple vowel rules:

If there is only one vowel in a word or syllable, that letter usually stands for the short vowel sound unless it comes at the end of the word or syllable.

If there are two vowel letters together in a word or syllable, usually the first takes the long vowel sound and the second is silent.

If there are two vowel letters in a word or in a syllable, one of which is final e, the first vowel letter frequently stands for a long vowel sound and the final e is silent.

When the vowel is followed by r, usually the vowel is neither long nor short. It is r controlled (example: dirt, fern, corn, cart).

Use a few familiar key words, like the following, to aid children in hearing diphthong sounds: house, boil, now, boy. Diphthong sounds are usually met in many words children learn as sight words, informally.

PRACTICES AND EVALUATION FOR PUPILS

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Pupils may—

Listen to the short sound of the letter a.
Observe the word as it is written by the teacher.

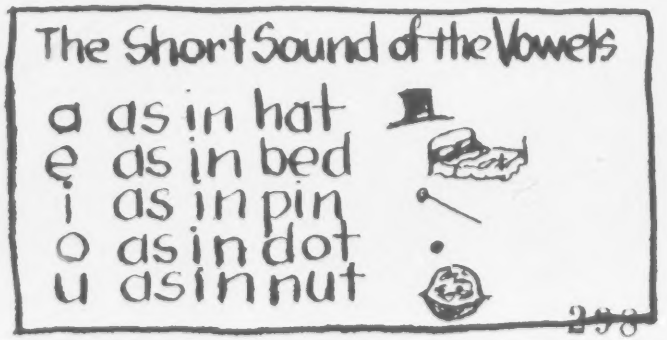
apple	hat
Agnes	has
Anna	tag
any	map
am	mat
at	man

Listen to the words the teacher dictates (remembering the long vowel sounds say their own names) and clap hands once every time a long vowel sound is said:

pine	(clap)	sing	
pig		pie	(clap)
light	(clap)	right	(clap)
kite	(clap)	fight	(clap)
ring		milk	

Devote a page in the Word Book to diphthongs. Learn the sounds of oi, ow, ou, ow. Keep examples of words which have diphthongs in them such as those listed below.

ou	ow	oy	oi
house	now	toy	voice
out	down	boy	point
our	cow	coy	noise



OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP WORD PERCEPTION SKILLS	The teacher should--
Learn fundamental principles of SYLLABICATION	Help children break familiar words into the parts they hear as they say them. Children should recognize syllables in spoken words. The major emphasis in syllabication occurs in the middle grades when they begin formal work in dictionary skills.
DEVELOP COMPREHENSION SKILLS	
Associate MEANING with printed page	Encourage children to read for a specific purpose. The teacher should provide instruction on locating facts and information which may be found on weather maps, in science books, science experiments, and other content subject fields. Have pupils: use table of contents observe organization of textbooks and library books become alert to the use of a dictionary.
	Recognize the fact that reading is not just the mechanical skill of making sounds with appropriate symbols but the process of making these symbols meaningful in the light of one's experiential background.
Enrich basic VOCABULARY	Encourage children to make their own dictionary. New words which appear as a result of a unit of study, an excursion, or an assembly program should be entered.
	Motivate children to name various categories of words: action words, name words, and descriptive words.
Recognize meaning of PHRASES in reading	Present simple phrases to the children and have them interpret what has been said in their own words.

PRACTICES AND EVALUATION FOR PUPILS

INSTRUCTIONAL AIDS

Pupils may—

Keep the Word Book neat and clean. As progress is made through the grades, add other rules of phonics and add new words. (This little handbook may be used for reference when the need arises.)

Play a game which requires reading and following written directions. (The teacher should write the directions on the chalkboard and not give any directions orally.)

Do this:

1. Children stand.
2. Walk to the front of the room.
3. Make a circle and hold hands.
4. Child touched by the teacher is "It."
5. "It" child walks around outside of circle and taps another child.
6. The child tapped tries to catch the "It" child.
7. If the "It" child makes the space left in the circle without being caught, the tapped child becomes "It."

Select a secretary for the class. As the class studies about a new country during their social studies class, many new words will be introduced. The secretary should list these new words on the chalkboard for classmates to see. (The teacher will help boys and girls discover their meanings. When children know the meaning and spelling they may then use them in their writings.)

Look at the sentences the teacher has written on the chalkboard. She will underline several words that grouped together have meaning. Such groups of words are called phrases. They are only a part of the sentence. Note that phrases often tell when, how, or where.

The child ran to the store.
Keep your eye on the clock.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP COMPREHENSION SKILLS	The teacher—
Obtain specific information from simple and complex SENTENCES	Ask pertinent questions which will help children glean the important facts being sought from the selection. Prepare simple sentences which describe the size, shape, or color of a familiar object and have children draw the object. Provide simple pictures with several sentences that give directions for marking the pictures. They may include directions for circling particular objects, joining related things, or adding new objects.
Identify MAIN IDEAS in simple paragraphs	Provide activities which are designed to promote critical reading. When a child is inefficient in critical evaluation it may be due to the fact that he has mastered too few mechanical skills has built an insufficient stock of words and concepts possesses a limited background has a poor attitude.
Relate subordinate ideas to THEMES of stories	Urge children, after determining main ideas, to select points which helped them determine or support the main idea of a composition.
DEVELOP INTERPRETATION SKILLS	
Relate characters and events to personal EXPERIENCES	Encourage children to identify themselves with book characters through art, dramatization, or composition. Have children recall previous experiences which are similar to those they read. By helping children build and recall experiences, one will enrich the child's thinking as he engages in the reading of sentences or studies.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Read the following and answer the questions:

"Robert was a boy who never ate his breakfast without a fuss. His father told him he would not grow up to be big and strong. His mother told him he would not grow up to be big and strong. His sister told him he would not grow up to be big and strong.

One night Robert had a dream. He dreamed that he was a football star. When he awakened he decided he liked his dream and he wanted to become a football star. He began training that very morning by eating a good breakfast."

1. Did Robert mind his father?
2. What did his mother tell him?
3. Why did Robert decide to eat a good breakfast?
4. How can a good breakfast, help you to become a good athlete?

Read a paragraph the teacher selects. Tell the teacher the subject of the selection. If most of the other children agree that it is the topic of the story, the teacher will write this topic on the chalkboard. Under this main idea, the teacher will write all of the other items which the children say helped build the story. When these are put together, it becomes the story which one read. Notice a story needs a big important part and many small parts to make it interesting.

Listen as the teacher reads to the class the story Everybody Likes Butch by Bernice Bryant. Why did the children finally like to have Butch in their room? Tell about the things classmates do which make school pleasant.

INSTRUCTIONAL AIDS

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP INTERPRETATION SKILLS	The teacher should—
Recognize EMOTIONS expressed by behavior of characters	Increase children's ability to interpret stories and to form certain conclusions: Are the characters real or imaginary? Are the characters sad, happy, disappointed, friendly, or angry? Why did the characters react in such a manner?
Become aware of RELATIONSHIPS of ideas	Assist children to evaluate ideas read and make valid associations. Help pupils to associate seasons and possible weather encountered in the stories they read. Point out the relative effects of weight, size, or time of day to incidents in stories, notices, and problems. Guide pupils to see cause and effect relationships in their reading.
Form SENSORY IMAGES based upon personal experiences	Provide exercises which will help children sharpen their sensory images. Have children read a simple passage and then select those words which bring to mind a picture, an activity, a sound, or a tactile impression. Write a word which is a noun on the chalkboard and have the children tell or draw the picture which the word suggests to them.
Discover meanings beyond literal facts of selection	Read, tell, or have the children read stories which carry a message beyond the story itself. Boys and girls will enjoy these stories, however, they will need to engage in discussion and need to have the teacher ask questions to help them become conscious of the underlying meanings.

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PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Learn to sing and act out the story of Chicken Licken by Frank Luther. (The teacher may locate the music in The First Grade Book, Ginn and Co.) Make hats to represent the characters and wear them in the play.

Watch the chalkboard as the teacher writes comparisons on the board. Attempt to fill in the missing word:

Long goes with short as
left goes with _____.

Up goes with down as
big goes with _____.

Read and explain such sentences as, "Her hands were as cold as ice."

Select a word which makes one visualize a picture. First draw a box around the picture word and then draw a picture of the person, place, or thing the word makes one see.

The boy is happy.

List or tell as many "hot" words or "cold" words, "loud" words or "soft" words as possible.

Listen to or read one of these stories: Chicken Little; The Gingerbread Boy; The Rabbit Who Wanted Red Wings. Tell about two things:
the adventures of the characters
what boys and girls can learn from the story.

INSTRUCTIONAL AIDS

Prepare life-size figures of story characters.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP INTERPRETATION SKILLS	The teacher should--
Begin to make JUDGMENTS and draw CONCLUSIONS	Provide opportunity and assist children in organizing ideas: Classify articles of clothing, toys, animals, food. Arrange pictures, ideas, or action in order of sequence. Make comparisons between sizes. Determine relationship between cause and effect. Consider word problems in mathematics, and appropriate statements in science, social studies, and safety texts. Select statements which pose problems of choices of clothing, of actions on the playground, and of appropriate tools to be used.
Identify MOOD or TONE of stories and poems appropriate to levels of reading and maturity	Read to the class poems or stories expressing different moods. Through discussion have pupils identify the mood of the following poems: The Three Little Kittens by Eliza Lee Follen, (a sad poem with a happy ending) Mice by Rose Fyleman, (an amazing poem) Hallowe'en by Harry Behn, (a spooky poem)
DEVELOP STUDY SKILLS	
Become aware of PARTS OF BOOK	Encourage the use of the Table of Contents. After the initial introduction to a new story, ask the children to find the title and page listing in the Table of Contents. Have the children turn to the back of the book to note and to review the lists of words presented. Encourage children to produce their own booklets of original compositions, poetry, or drawings and include Table of Contents.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Read the following story which is an original story written by a boy in the second grade of one of our Chicago schools:

Jack Frost's Friend

> Here is funny dream I had. I thought I turned into a snowman, and when I knocked on our door, my mother wouldn't let me in. She said, "I don't want you to melt all over my clean kitchen floor."

This story makes one think about many things:
How would it feel to be made of snow?
How would it feel if mother wouldn't open the door?
What gave the author the idea for the story?
What makes the story funny?

Listen to the poems the teacher reads to the class. One of the poems may make children laugh. What "word pictures" make one feel like laughing? Can anyone in the class think of another poem that is amusing? Write two or three sentences telling why the poem is funny.

Prepare a model book in which to keep reports. Use suitable material for the cover. Staple the cover and several lined papers together to form a book. Be sure to give the book a title and a table of contents. Display booklets on the bulletin board or in the library.

INSTRUCTIONAL AIDS

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP STUDY SKILLS	The teacher should--
Become acquainted with picture DICTIONARY	Keep several picture dictionaries in a conspicuous place. Encourage children to use them when writing compositions or labeling illustrations. Give members of the class opportunities to make a large picture dictionary in book form or in box form. Teach pupils to use simple first letter alphabetizing.
Obtain information from ILLUSTRATIONS	Urge children to look at the illustration which accompanies the story. Ask questions that will make students aware of details which might otherwise be overlooked. Aim to challenge thinking and discussion and have children relate details in picture to their own personal experiences.
Associate meaning with symbols on simple MAPS, GRAPHS, CHARTS, and GLOBES	Guide children to read maps, charts, and globes avidly in relation to those activities which have meaning as a result of a unit of learning. Explain the color symbols used to indicate land and water surfaces.
Understand purposes of LIBRARY	Motivate those who have not already obtained a library card to do so. Introduce various classifications of books by acquainting children with the places on the shelves where fairy tales and picture books are located. Help children select books on their reading level from both the fiction and non-fiction shelves. Occasionally send two or more children to the school library to obtain information regarding a question related to a unit of study or for story books to be read to the class.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Play "Bingo." (Each player has a card that is marked off into sixteen squares covered with an acetate folder. There is a different picture in each square. The teacher will hold up flash cards with words that correspond to the pictures. Children who have the word pictured raise their hands, pronounce the word, and then, mark it off on the acetate with an X. The child who is first to have four crosses in a row wins the game.)

Find words in the picture dictionary. Consider words with initial silent letters and the problem presented in finding these words. Write a warning notice for the bulletin board.

Construct a table-top map of the community parks after an excursion has been taken to the park. Prepare symbols which will show the directions of north and south.

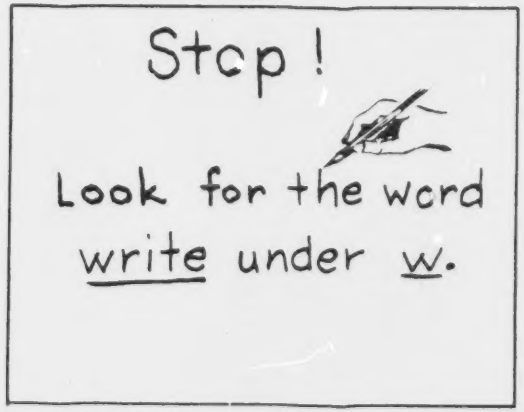
Interpret an aerial map as a picture which has been taken of the neighborhood from high in the air. Try to draw an aerial map of the school area and label the streets and buildings. (See Curriculum Guide for Social Studies, 1963.)

Become acquainted with the library by engaging in various activities:

- dramatizations
- storytelling
- excursions to the library
- picture files
- museum materials

Visit the library with several classmates to find additional material related to a unit of study.

INSTRUCTIONAL AIDS



Let pupils feel free to post similar clues on a special place on the bulletin board.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP STUDY SKILLS	The teacher should--
Read variety of materials for supplementary information	Provide many resources to which children may turn for enriched reading experiences: simple maps children's magazines children's newspapers experience charts appropriate advertisements content subject texts literature books auxiliary readers
Perceive main ideas and sequence in stories, problems, and written directions	Guide children in the reading of a short paragraph to: determine the main idea select an appropriate, original title. Help children to perceive and list orally the logical order of events in a story. Associate word problems in mathematics and simple written directions for classroom housekeeping with this skill.
Become familiar with aids for RETENTION and RECALL of selected information	Read a story to children, stopping just before the end, and have the children supply the ending to the selection. Plan activities wherein success is dependent upon following explicit directions. Play games with children which require practice in remembering details and/or directions. Provide incidents of a familiar story omitting several details. Encourage pupils to supply the missing details.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Bring special books and pictures from home which will aid in enriching the background of other children:
pictures taken on a trip
books purchased at a Book Fair
models collected with aid of parents.

Choose a story that has been read in the reading class. Select the one liked best by most of the children. Arrange the events in the story for a class dramatization. If it is difficult to remember "what comes next" in the story, use the chalkboard and list the events in the order in which they occur.

Listen to the story entitled Millions of Cats, as told by the teacher. Try to retell the story to classmates in its proper sequence.

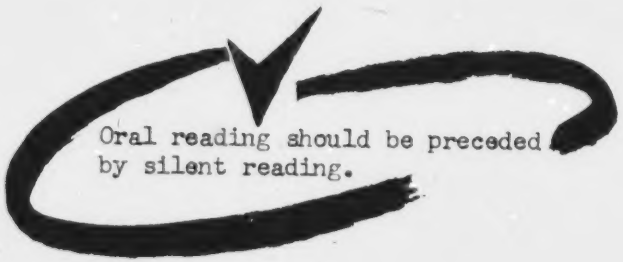
Watch as the teacher flashes a picture on the wall with the use of the opaque projector. Note as many details as possible as the picture will be quickly removed. Take turns with classmates and describe what was observed in the picture. (The picture will be projected on the chalkboard for the second time for children to observe those things they missed in the picture.)

INSTRUCTIONAL AIDS

OBJECTIVES

DEVELOP ABILITY TO READ ORALLY AND SILENTLY

Use ORAL READING and SILENT READING for specific purposes



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Extend oral reading experiences by having children read stories and poems orally in audience situations.

Motivate children to read with expression, not in an exaggerated manner, but as one would speak in natural conversation. Help them to realize that comprehension in silent reading always precedes good oral reading.

Plan to have the first reading of any material done silently. Children read with better understanding when looking for answers to meaningful questions.

Aid children in becoming skilled in reading silently. If a child has difficulty holding his lips still, select a very simple passage for him to read while he gently holds a finger against his lips.

Have children silently read short phrases or sentences from the chalkboard. Erase the sentence and have them tell you what they read. Write it on the chalkboard again and have it read aloud.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

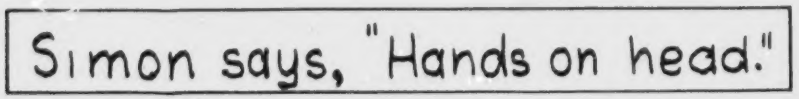
Bring a favorite story from home and read it to the class. Practice reading the story at home before reading it to classmates.

Read a paragraph from a favorite story while the teacher makes a tape recording of the selection. Listen while it is played back. Did it sound like a real person talking?

Read the story, "The New Playground Worker," in the book, Tom's Town. It tells all about the kinds of jobs done by the various workers in the park. Find out who maintains the parks and what they do. Find out about others who work in the parks. What kinds of activities are provided in the park for boys and girls so that they may have fun?

Play "Simon Says" flashing familiar written directions.

Read word problems from chalkboard. Prepare spelling paper and write the answer to each problem beside the number of the problem on the chalkboard.



INSTRUCTIONAL AIDS

See THE BASIC ELEMENTARY READING SERIES as listed on the Approved List of Language Arts Instructional Materials 1962-1965.

Sheldon Basic Reading Series. Allyn and Bacon, Inc.

The ABC Betts Basic Readers. American Book Company.

Ginn Basic Readers. Ginn and Company.

Developmental Reading Series. Lyons and Carnahan.

Alice and Jerry Books. Row-Peterson and Company.

Curriculum Foundation Series. Scott, Foresman and Company.

Continue to Group

GRADE THREE

DETERMINE NEEDS OF CLASS

Provide for the rapid advancement of each group through continuous diagnosis of each child's reading; reorganize from time to time in light of needs. In providing for maximum growth, consider the use of informal inventories to determine the various skills with which children need additional assistance:

Determine extent of pupil's sight vocabulary.
Determine degree of skill in use of context, picture, and configuration clues.
Determine degree of skill in use of structural analysis.
Determine degree of skill in use of phonic analysis.
Determine rate of reading.

GROUP CAREFULLY

After making a careful study of the ability and reading achievement of all pupils in the classroom, group the pupils according to individual needs. A teacher may wish to consider the following categories in relation to grouping:

those who fail to comprehend what they read
those whose rate of reading is too slow
those who are weak in mechanics of reading.

Experienced teachers generally agree that grouping into three classes provides the most economical use of teacher's and pupil's time. (It should be noted that individualized instruction in reading is used with success by some teachers. Other teachers use individualized instruction as one facet of their total reading program or for a few children, who for various reasons, do not readily fit into one of the three groups.) In addition, provision must be made for the needs of individuals and for regrouping as needed.

BEST COPY AVAILABLE

Children for Reading

IMPART INTEREST

Provide pleasant reading experiences to help pupils develop a real love for reading.
Place emphasis on reading as a thought-getting process.
Make provision for pupil leadership.
Encourage other responses from pupils in addition to the answering of questions.
Encourage children to formulate their own questions.
Provide opportunity and training to develop study habits.

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Begin to gain understanding of SELF and others
Discover special INTERESTS through literature

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
AWAKEN INTEREST IN READING	The teacher should--
Develop readiness for successive stages of reading	Recognize the fact that each level in the developmental reading program becomes the "readiness stage" for the succeeding steps in the program. Increase the child's knowledge of the ways one can communicate. Review the use of speaking, listening, reading, and writing. Include radio, television, moving pictures, and slides. Be sure common meaningful gestures are understood.
Learn essential skills presented in BASIC READING SERIES	Continue the use of the basic reader selected by the staff of the school. Basic readers provide systematic guidance and a controlled vocabulary. Teachers' manuals give excellent suggestions for lesson procedures and are especially helpful to new teachers who may feel insecure. However, as one develops skill in the teaching of reading one automatically begins to create original devices and techniques and should become less dependent upon the teacher's manual. Present new words in manuscript writing until children read cursive writing easily. Guide children in reading different types of content at different rates: reading quickly to locate certain facts reading carefully to organize and reproduce details reading quickly to find main ideas, to follow a sequence, or to find out how a story ends reading slowly to absorb all the details of measurements of a recipe, the directions for craft activities, or a new game.
Reinforce basic skills through SUPPLEMENTARY MATERIAL	Have the children read a variety of selected reading materials in addition to basic readers: newspapers, library books, bulletins magazines, encyclopedias, supplementary books maps, simple graphs, advertisements

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Evaluate, under teacher guidance, proficiency in skills previously taught.

View the film, Safety on the Way to School. (Note: The film will present several safety rules and point out the safest way to go to school. It will also give the children a better understanding of why they should be careful on the way to and from school.) Make a chart of the safety rules learned through the film; help tell the story by illustrating it with pictures.

Select an interesting character from the basic reader. Write a story giving the character new adventures. Try:

changing the setting from modern to pioneer days
making a country child a city child
inviting the character to visit the classroom
converting success to failure
picturing a character as a relative or friend.

Locate information in selected texts for science or social studies units of study. Prepare to read aloud appropriate passages or to include specific information in a report.

Read aloud pertinent clippings from newspapers and magazines.

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Gallagher, James J. The Gifted Child in the Elementary School, Series 17.

Gates, Arthur D. Teaching Reading, Series 1.

Gray, William S. On Their Own in Reading.

Heilman, Arthur W. Principles and Practices of Teaching Reading.

Kephart, Newell C. The Slow Learner in the Classroom.

Robinson, Helen M. Corrective Reading in Classroom and Clinic.

Sochor, E. Elona. Critical Reading: An introduction.

The Reading Teacher - Diagnosis of Reading Problems with Classroom Materials.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP WORD PERCEPTION SKILLS	The teacher should—
Build sight vocabulary through CONFIGURATION CLUES	Call attention to word configuration in extending sight vocabulary. Include hyphenated words as they appear.
Build sight vocabulary through CONTEXT CLUES	Urge children to continue to use context clues: combining an educated guess based on context along with word attack skills using information supplied earlier in the paragraph.
homonyms, synonyms, antonyms	Direct attention to common antonyms, homonyms, and synonyms.
multi-meaning words	Extend understandings of words that have multiple meanings.
sentence structure and language patterns	Introduce familiar content using compound and complex sentence structure. Help pupils to relate pronouns to their proper antecedents and descriptive phrases to the words they modify.
pictures	Suggest the use of illustrations as an aid in determining unfamiliar words and to help give greater depth of understanding to material read by the children in the content fields.
Build skills of STRUCTURAL ANALYSIS	Have children reinforce their knowledge of structural analysis by reviewing the terms: root word, suffix, prefix, plural, and singular. Help the children associate these terms with appropriate, familiar words.
"Affix - a prefix, a suffix, or an inflectional ending." Gray, William S. On Their Own in Readin.. Scott, Foresman and Company, Chicago, 1960, (p. 2).	Explain the meaning of words to which are added: prefixes such as dis, im, mis, be, bi, tri, and ex; and suffixes such as, ful, ness, ish, and less.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Observe differences in words similar in appearance.

Make a list of hyphenated words. Include shhh-shhh, tell-tale, dapple-gray, and cock-a-doodle-do.

Unscramble sentences like those below:

adventures. _____ about Let's our
building fourteen high. The was _____
after receiving a thank-you Write _____
a gift.
(Word cards: stories, note, talk)

Think of two meanings for each of the following words and write a sentence showing each meaning: watch, right, and can.

Add lists of antonyms, homonyms, and synonyms to handbook.

Write riddles based on such words as: live, read, and lead.

List root words and their several endings on paper. Take turns reading words aloud to the class while one child writes each word that is different on the chalkboard. (After several children have made contributions, each child should look at the entire list on the board and be ready to add additional words to make the list more complete. These lists may be kept for future use.)

Write a sentence for each of the following words: use, disuse, misuse, useful, and useless.

INSTRUCTIONAL AIDS

See the Approved List of Language Arts Instructional Materials 1962-1965 for suggestions regarding the auxiliary literature books.

See the Approved List of Language Arts Instructional Materials 1962-1965 for suggested list of books with "high interest and varying levels."

ADD A RIDDLE

What is it?
It's black and white
and read all over.
(newspaper)

What color is a high wind?
(blew)

What two bee's can't sting?
(b and be)

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP WORD PERCEPTION SKILLS	The teacher should—
Build skills of STRUCTURAL ANALYSIS	
compound words	Review and extend pupils' knowledge of compound words.
contractions	Teach two letter contractions such as she'd, and we'll.
possessives	Teach the place of the apostrophe in all plural possessives.
	Review and/or teach words formed by: changing f to v before adding plural ending es changing y to i before adding endings doubling final consonant before adding endings dropping final e before adding endings.
Build skills of PHONETIC ANALYSIS	Review phonics skills presented in first and second grades: initial, final, and medial consonant sounds consonant blends, and consonant digraphs hard and soft sounds of c and g silent consonants long and short vowel sounds vowel diphthongs.
consonant blends	Review two-letter consonant blends. Include those consonants which blend with l, m, n, p, r, t, and w, and the ou.
	Present to the class three-letter consonant blends such as: scr, spl, spr, str, thr, and squ.
consonant digraphs	Review and extend knowledge of consonant digraphs. (Teach: ch, th, sh, wh, ph, ng, and gh when pronounced f.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Read the following list of compound words and write a sentence using such words as: wallboard, whenever, and underline.

Write the words from which these contractions were formed: you'll, he'd, and they've.

Rewrite these words to show ownership of a "book": boys, girls, and pupils.

Prepare a handbook in which to keep phonics generalizations, and examples. From time to time, enter newly-discovered examples in legible handwriting. Refer to this booklet when needed.

Add valid examples of phonics generalizations to spelling lists. Underline exceptions to these generalizations in the third grade spelling texts.

Play the game of "Detective." (The teacher should give a clue to the solution by saying, "What word begins with str ((spr, spl, scr))?" Pupils take turns providing words which begin with the clue the teacher has presented. One child lists the words on the chalkboard. The list of words may be entered in pupils' phonics handbooks to use for reference.)

Underline the consonant digraphs in the following words:
them father path chop peaches perch

INSTRUCTIONAL AIDS

See the Approved List of Language Arts Instructional Materials 1962-1965 for listings on "manipulatives," "work materials," and "recordings" useful in the teaching of reading, such as:

- workbooks
- flashcards
- flannel boards
- puzzles
- games
- easels
- figurines
- wall charts

Consonants					
Initial Blends				Final Blends	Digraphs
br	gl	spl	sw	st	ch
cr	pl	spr	phr	sn	th
fr	sl	squ	tw	nk	sh
gr	sc	thr		nd	wh
pr	sk	dr		nt	gh(f)
tr	scr	dw		st	ph
bl	st	sh		sh	ng
cl	str	sm		ch	
fl	sp	sn		ck	
				th	

OBJECTIVES

DEVELOP WORD PERCEPTION SKILLS

Build skills of PHONETIC ANALYSIS

silent consonants

vowels
a, e, i, o, u, sometimes y

vowel diphthongs

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Teach the following principles regarding silent consonants.
When a double consonant appears, one may be silent.
egg tall miss hopped

Silent consonants help to discriminate between meanings.
know, no knew, new wring, ring

Include silent consonants in such letter patterns as: wr, mb, kn, tch, ck, gn, lf, gh after u and i, and dg.

Guide the children in the use of the following generalizations.
One vowel in a word or syllable usually has the short sound unless it is at the end of a word or syllable.
bag beg big bog bug

When two vowels appear together, the first one frequently has the long sound and the second one is silent
wait seat tie coat Sue

When two vowels appear in a word or a syllable and one is final e, the first vowel usually has the long sound and the e is silent
brave eve wide pole cute

Usually r following a vowel controls the vowel sound:
car herd girl corn burn

Usually a followed by l or w receives neither the long nor the short sound:
ball fall claw straw

Review understanding of vowel diphthongs oi and oy, ou and ow.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Find words which pair with the following list and write a sentence for each word. These words sound the same, but they are spelled differently and have a different meaning. Include: knight, write, would, and for.

Write a sentence using each word listed below. In each word underline the silent letters.

wren	watch	through	chicken
gnat	light	half	though

Notice the difference between the long and short vowel sounds. Make lists like the following for each vowel.

Beginning Long Vowels	Beginning Short Vowels	Middle Short Vowels
ate	apple	man
even	ever	pen
use	under	nut

Add words which contain vowel sounds controlled by r to phonics handbook.

Categorize the various known sounds of a under key words:

ate	can	far	air	all	saw	Paul
came	bat	car	fair	fall	awful	taught
tail	pan	are	care	also	paw	fault

Draw a circle around the words which have vowels that do not have the short sound. Underline the letter which makes the difference.

harm	sir	north	giant	bird	girl
hate	fail	ripe	site	coat	wave
spark	bone	hurt	for	ate	tail
hole	foil	barn	short	tie	take

INSTRUCTIONAL AIDS

"Inflectional ending —a meaningful element that is affixed to the ends of words to form plurals and the possessive case of nouns; the past tense, the third person, singular, present indicative, and the present participle of verbs; and the comparison of adjectives, and adverbs." Gray, W. S. On Their Own in Reading. Scott, Foresman and Company, Chicago, 1960, (p. 4).

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP WORD PERCEPTION SKILLS	The teacher should—
Learn fundamental principles of SYLLABICATION	Provide sensory experiences which will help children understand the importance of syllabication. Teach children to listen: for the vowel sound in every syllable (Begin with one-syllable words.) for the number of syllables in a word for the accented syllable in polysyllabic words. Teach children to look for: two successive consonants between two vowels since words usually divide into syllables between the consonants (exceptions—consonant blends and digraphs) kitten, happy, poppy, cabbage, signal, hello, under one consonant between two vowels since usually words divide into syllables after the first vowel, baby, pilot, pony, over, silent, paper, open the ending le preceded by a consonant since usually they compose the last syllable, jungle, little, table, uncle.
principles of accent	Introduce the following principles of accent: One syllable is accented more than others in polysyllable words. (ba'by, po'ny, kit'ten, pur'ple) Vowel sounds are affected by accent in syllables. (doctor, color, final, bacon)
visual clues	Give practice in the visual clues to accent among syllables. Affixes are usually unaccented. Final syllables ending in le or y are usually unaccented.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Clap out each syllable as it is spoken: cat, man, story, little, beginning, and multiply.

On a slip of paper 1"x5" print a word which has more than one syllable. Using the rules of syllabication previously learned, fold the paper so that each section has one syllable of the word.

Write the following words on 1"x5" slips of paper. Cut the paper so that there is one syllable of a word on each slip of paper. Match them with words cut apart by classmates.

funny	monkey
baby	people
tremble	chicken

Mark the accented syllables in the words below:

wind'y ba'by walk'ing ma'ple girl'ish
fun'ny six'ty want'ed un able' use'less

INSTRUCTIONAL AIDS

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP COMPREHENSION SKILLS	The teacher should--
Associate MEANING with printed page	Stimulate interest in reading books in the content fields. Have children read about hobbies and careers. Demonstrate the usefulness of reference books: the picture dictionary the encyclopedia.
Enrich basic VOCABULARY	Have children engage in increasing their vocabularies by keeping some form of word dictionary. Exercises in matching synonyms, antonomyns and homonyms are effective in vocabulary enrichment. Help pupils to recognize the author's use of figures of speech. Provide exercises which will enrich pupils' understanding of commonly used analogies.
Recognize meaning of PHRASES in reading	Increase rate of silent reading by giving practice in phrase reading through the use of the sight phrase cards (See Approved List of Language Arts Instructional Materials, 1962-1965.) or construct and use a simple individual tachistoscope. Prepare phrases on tagboard and flash them onto the wall by means of the opaque projector.
Obtain specific information from complex SENTENCES	Point out to children that interpreting sentences is much like visualizing "picture stories"--consideration is given to the time, the place, and, when appropriate, the action.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Write directions, in their proper sequence, describing the preparation of an easy recipe, such as:
pink lemonade
chocolate pudding
peanut butter and jelly sandwiches.

Read sentences like the following. Circle one or more words which seem appropriate:
Describe a warm day. (sweltering, misty, pleasant, cool)
Describe a story. (long, sad, soft, interesting)
Describe an apple pie. (sweet, sour, easy, hot)

Write a "western" story using some of the words listed:

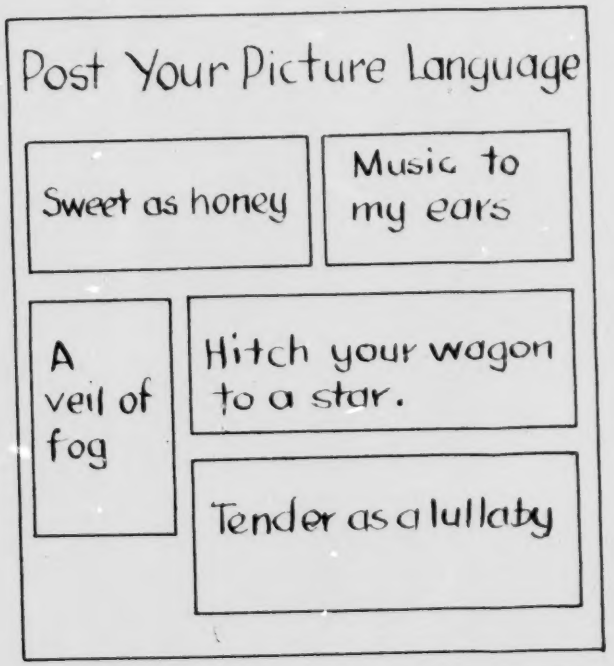
dude	ranch	pasture
lasso	cowboy	rescue

Give an award to the pupil who posts examples of picturesque speech.

Practice reading phrases very quickly with assigned partners. Read softly to one another in order that others in the class will not be disturbed. (The teacher may prepare homemade tachistoscopes for the class. See Grade 2 for suggestions on preparing a tachistoscope.)
Select a paragraph in the basic reader and use all of the phrases from it for practice in the tachistoscope.

Take a subject and predicate like "John ate" or "Mary bought." (The teacher may lead pupils to see that those words must stay in this position or they do not make sense.) Each pupil may think of a "what," to add to this core of a sentence. Pupils may share these new sentences. Then, each pupil may think of a "when" to add to his sentence. Where, why, and how may be added. (Pupils may be helped to see a more grown-up way of putting ideas together in a sentence than merely to string ideas together with "and.")

INSTRUCTIONAL AIDS



OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP COMPREHENSION SKILLS	The teacher should--
Identify MAIN IDEAS in simple paragraphs	Guide children in the use of the most effective procedures in reading for main ideas. They should be helped to read different types of content at different rates: read quickly to locate certain facts (scan) read carefully to organize and reproduce details read quickly to find main events, to follow a sequence, or to find out how a story ends read slowly to absorb all the details of a description.
Relate subordinate ideas to THEMES of stories	Stimulate critical reading by providing an opportunity for discussion. By asking leading questions, the teacher can help the children become aware of the many details of a story which contribute to the main idea.
DEVELOP INTERPRETATION SKILLS	
Relate characters and events to personal EXPERIENCES	Help children recall experiences similar to those of the characters in the stories they read. Stimulate empathy toward these characters.
Recognize EMOTIONS expressed by behavior of characters	Aid children in recognizing the emotions which are expressed by various types of action.
Become aware of RELATIONSHIPS of ideas	Have children help each other to perceive relationships. As this skill is basic to complete interpretation, stimulate interest in: ideas which have a cause and effect relationship ideas which need to be organized in sequence ideas which need to be summarized.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Pantomine the main idea of a story which the class has read in the textbook. Try to locate the passage; the first to do so may read the selection.

Read stories such as Benny and the Bear by Barbee Oliver Carleton, or Little Black, a Pony by Walter Farley. Think of the book as a whole and write one paragraph about it. Decide if there is a message in the story.

Select a happy or unhappy child in a story read in class; describe similar personal experiences.

Find a story in which the behavior or actions of a character reveal his feelings. Describe the feelings of the character. What actions or behavior shows this?

Select a science experiment in which there is a cause and effect relationship. Explain.

Read and retell, or dramatize a story keeping the incidents in their proper sequence.

Write a summary of the story; include only the very important ideas.

INSTRUCTIONAL AIDS

OBJECTIVES	PROCEDURES AND ACTIVITIES
DEVELOP INTERPRETATION SKILLS	The teacher should—
Form SENSORY IMAGES based upon personal experiences	Assist children in recreating images of people, places, and things from their experiences. Use audio-visual aids, invite speakers who are authoritative in special fields, and take trips to museums to enrich personal experience as a basis for sensory images.
Discover meanings beyond literal facts of selection	Prepare questions which require pupils to consider the actions of characters in the light of stated facts. Provide simple cartoons and have pupils explain their meanings.
Begin to make JUDGMENTS and CONCLUSIONS	Help pupils to recognize the implications of specific decisions and/or activities of certain characters in a story. Relate these incidents to the outcome of the story. Help pupils to base judgment of characters on socially accepted behavior.
Identify MOOD or TONE of stories and poems appropriate to levels of reading and maturity	Read passages from two stories, one being serious and the other, amusing. Have pupils compare the choice of words and, if possible, the sentence structures in the two passages. Guide pupils toward the realization that words and sentences are an author's tools.

PRACTICES AND EVALUATION FOR PUPILS

INSTRUCTIONAL AIDS

Pupils may—

Make a list of phrases which describe the taste and/or smell of favorite foods.

Describe the sound of the church bells, the school bell, the fire engine siren, a jet plane.

Depict graphically such phrases as: "twice as big as," "red as a berry," "as long as it is wide."

Match phrases of opposite meanings:

light as a feather	fast as a hare
slow as a snail	heavy as lead

Listen while the teacher reads a portion from an unfamiliar library book. (The teacher will not read the conclusion of the story right away. The class may discuss the facts in the story and try to guess the outcome. After several conclusions have been drawn, the teacher will read the end of the story.) See how close the class can come to the story as it is written.

Deliberate on one of the safety rules set by the teacher and list the reasons for having this specific rule observed.

Prepare to read a poem projecting its inherent mood or tone.

Bring to school musical phonograph records that represent many moods. Play the records and explain the differences among the pieces. Consider tempo and tone.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP STUDY SKILLS	The teacher should--
Become aware of PARTS OF BOOK	Increase the use of various parts of books. If children are not already familiar with the title page and the table of contents, these should be introduced. Along with this, teach the use of the index and date of publication to those children who are ready. Urge the use of the table of contents to locate appropriate information in the book. Plan assignments to require the use of the table of contents or the index. Guide pupils in the use of unit titles and chapter headings as aids in comprehension.
Acquire DICTIONARY readiness	Make use of the junior dictionary in class, when the need arises, to stimulate children's interest in this activity. The children will already have some appreciation for this reference book if they have had opportunities to use picture dictionaries in previous grades.
Obtain information from ILLUSTRATIONS	Ask questions to alert children to the kind of information which may be revealed in the illustrations: mood of story place of story action of characters.
Associate meaning with symbols on simple MAPS, GRAPHS, CHARTS, and GLOBES	Teach children to understand the use of a legend and its symbols on appropriate maps and graphs. Help them find rivers and boundary lines between states and to recognize the symbols for north, south, east, and west.

PRACTICES AND EVALUATION FOR PUPILS

INSTRUCTIONAL AIDS

Pupils may—

Play the game "Locate" at their desks as an independent activity. (The teacher will provide three large cards and a packet of smaller cards. One large card will read "Title Page"; the second, "Table of Contents"; and the third, "Index." On each smaller card will be a word or words selected from one of the three sections of a book used by the children. To play the game, a pupil should lay the three large cards across the top of his desk and, then, arrange the smaller cards under the appropriate large card.)

Title Page	Table of Contents	Index
title	Clothing for People, p.6	airplanes
author	Building for Sale, p. 10	animals
date	Gathering News, p. 14	care
artist	Schools in Town, p. 20	clothing
publisher		firemen
		glass
		health

Take turns and each write his name, one under the other, on the chalkboard. Each child may then try to arrange the list of names in alphabetical sequence using the first two letters.

Obtain a map from the local gasoline station. Plan a trip to Yellowstone National Park or to some other interesting part of the United States. Use a brush pen or crayon to mark the road routes. Get information regarding places of interest along the route. Determine the states, lakes, and rivers along the way.

Make a line graph on which to chart spelling test grades.

Use a bar graph to record numbers of 100's in periodic tests.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP STUDY SKILLS	The teacher should--
Understand purposes of LIBRARY	Expect children to have already obtained or to obtain a library card at this grade level. Plan a trip to the community library and have the librarian explain the facilities of the library: reference room fiction and nonfiction areas picture collection story hours summer reading game. (See Literature section for additional information on the Chicago Public Library.)
Read variety of material for supplementary information	Have children use the facilities of the school and public library to obtain information regarding units of study in science or social studies. Provide sources in the classroom from which children may easily obtain information: simplified encyclopedias picture dictionaries children's publications audio-visual aids supplementary texts appropriate advertisements
Perceive main ideas and sequence in stories, problems, and written directions	Offer assistance to children who have difficulty visualizing the sequence of events. Have children see why one event must logically follow another, or how the sequence of events affects a problem. Design written directions and encourage the children to ask pertinent questions about these directions.
Become familiar with aids for RETENTION and RECALL of selected information	Help increase a child's power of retention and recall by encouraging him to use the illustrations in a book to cue him to facts already read, or to select key words from the text which will assist the child in remembering.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Draw a diagram of the school library on brown paper (48" x 48") and indicate on this map where various materials may be obtained. Mark off areas used for specific purposes.

Design a set of book covers pertaining to books on a specific subject that can be found in the school or classroom library. Decorate a bulletin board with these jackets to create interest in reading material on these subjects and a desire to use the library collection.

Complete science or social studies assignments requiring the use of books in the school or classroom library.

Skim to find appropriate periodicals and sections of the newspapers for material pertinent to units of study.

From several volumes of encyclopedia borrowed from the library read and report on materials which the teacher has marked.

Look at the list of events the teacher has written on the chalkboard. Arrange these events in their correct order:

Unpack a basket.	Eat the lunch.
Shop for food.	Make the sandwiches.
Spread the tablecloth.	Clean up the area.
Find a table.	Drive to the park.
Roast marshmallows.	Pack the basket.

Make a box, following the teacher's written directions, to hold pencils and crayons.

Read a selection and write two or three important facts concerning it.

Formulate a few pertinent questions before reading a selection. After reading the selection, recall the questions and the answers found in the text.

INSTRUCTIONAL AIDS

Place colored bookmarks in appropriate source books for independent reading.

OBJECTIVES

DEVELOP ABILITY TO READ ORALLY AND SILENTLY

Use ORAL and SILENT READING for specific purposes

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Realize that the primary task is the development of good silent readers but that prepared "audience" reading often helps to overcome shyness and builds self-confidence.

Encourage good oral reading habits:
- guide the children to understand the use of pauses, intonation, and inflection.
- emphasize the importance of communicating to listeners the ideas incorporated in the text.
- demonstrate the effectiveness of eye contact with the audience.

Increase interest and skill in oral reading by having children:
- read silently before reading orally
- read orally in a group for dramatic effects
- prepare selections to read to an audience.

Gradually, as children become more proficient in reading, increase amount to be read:
- from a paragraph
- to a page
- to an entire story.

Have children read to answer specific questions.

Help develop skill in oral reading by demonstrating the effectiveness of eye contact with the audience.

Provide definite questions to be answered by the children as a result of their silent reading.

Encourage good silent reading habits:
- hold lips still, using only the eyes
- eliminate pointing
- develop smooth eye movements.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Locate and share by reading aloud a story, poem, puzzle, or an amusing joke. Practice reading the selection before presenting it to the class. Tell the story or poem to parents before attempting to read it to the class.

Read orally the part of the story that was funny or sad, that described how the girl or boy in the story felt, that conveyed certain sounds; or, the most enjoyable part of the story.

Read aloud a poem, problem, or story prepared during the writing period.

Locate and read pertinent selections from resource materials.

Read to the class directions for a game.

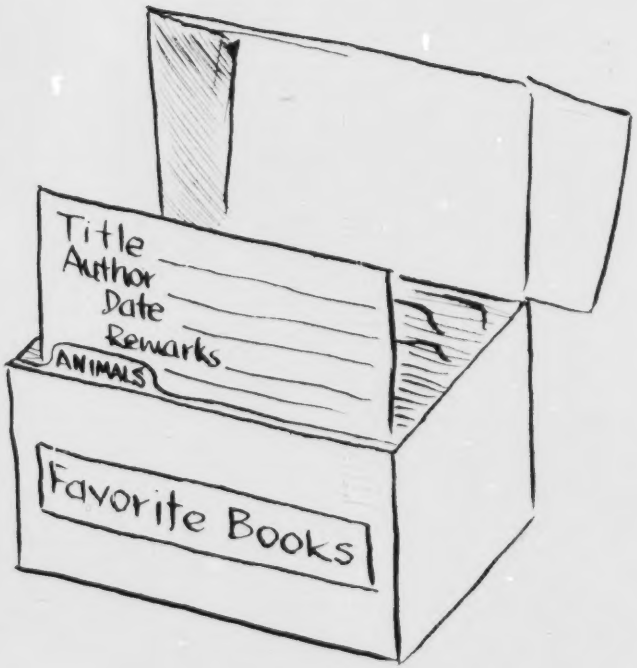
Read rules developed by the class for use of manipulative material.

Note author and title of stories read for relaxation.

Read experience charts developed as a result of a unit of learning.

Read a passage silently to determine the main idea or the main character. Reread the passage to determine the supporting details.

INSTRUCTIONAL AIDS



AT THE END OF THIRD GRADE ✓

DO THE CHILDREN:

CHOOSE TO READ AS EVIDENCED BY THE FACT THAT THEY READ UNASSIGNED MATERIALS? ☐

CHOOSE TO READ AS A MEANS OF RECREATION? ☐

SHOW GROWTH IN COMPREHENSION AND INTERPRETATION SKILLS IN SILENT READING? ☐

HAVE MASTERY IN INDEPENDENT WORD ANALYSIS SKILLS? ☐

READ MATERIAL AT THE THIRD GRADE LEVEL WITH EASE AND UNDERSTANDING? ☐

FEEL PREPARED FOR READING IN THE CONTENT SUBJECTS? ☐

MAKE THEIR MEANING CLEAR AND INTERESTING WHEN THEY READ ORALLY? ☐

READ MATERIAL ORALLY AT THE APPROPRIATE LEVEL IN A DISTINCT, WELL-MODULATED VOICE, COMMUNICATING IDEAS THROUGH USE OF INTONATION, INFLECTION, AND PAUSES? ☐

LITERATURE

BEST COPY AVAILABLE

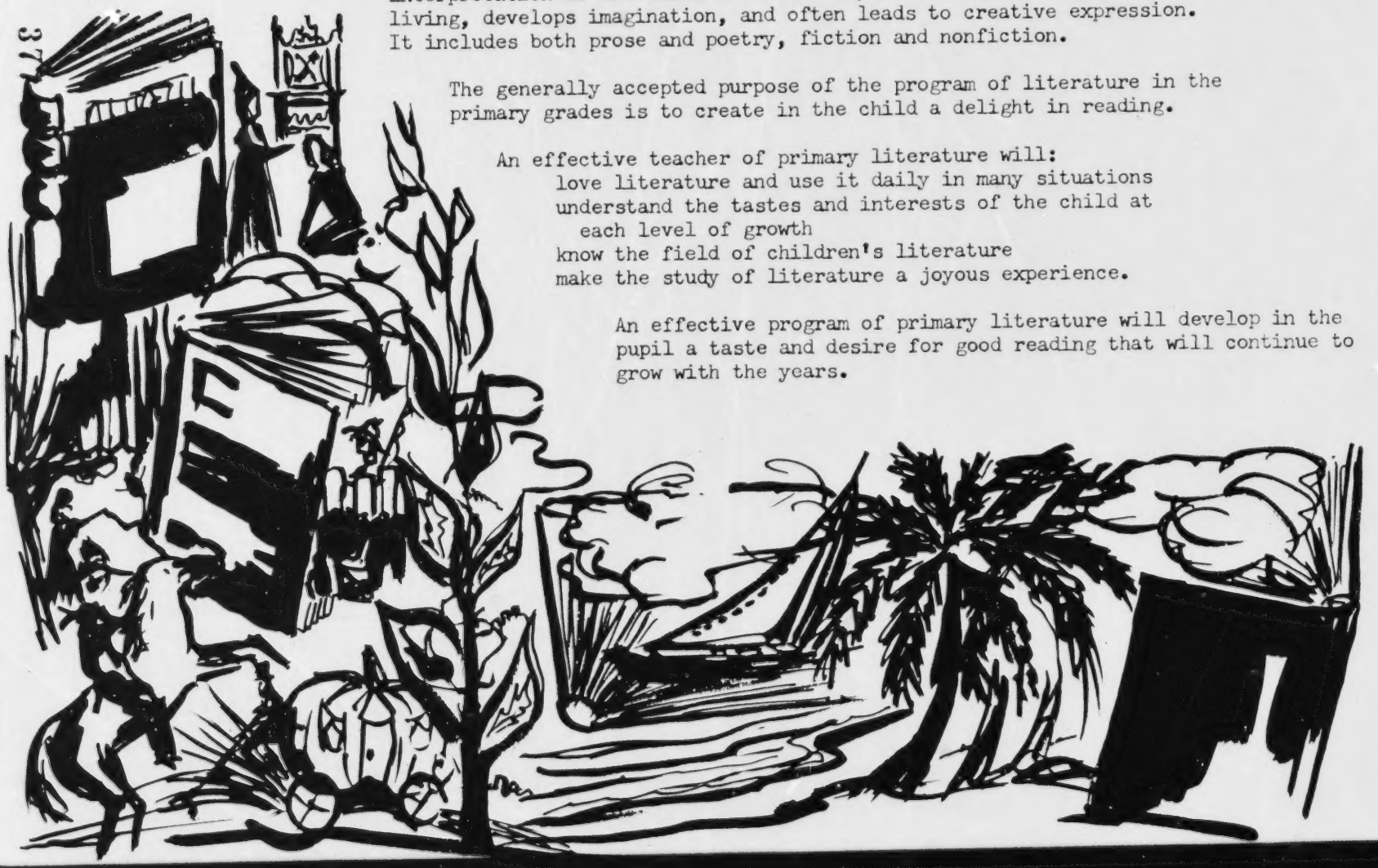
Awaken Interest . . .

Literature brings to the children the heritage of the ages and an interpretation of the world in which they live. It enriches daily living, develops imagination, and often leads to creative expression. It includes both prose and poetry, fiction and nonfiction.

The generally accepted purpose of the program of literature in the primary grades is to create in the child a delight in reading.

An effective teacher of primary literature will:
- love literature and use it daily in many situations
- understand the tastes and interests of the child at each level of growth
- know the field of children's literature
- make the study of literature a joyous experience.

An effective program of primary literature will develop in the pupil a taste and desire for good reading that will continue to grow with the years.



DEVELOP APPRECIATION OF GOOD LITERATURE

Introduction for the teacher 206

Gain PLEASURE and EMOTIONAL SATISFACTION through prose and poetry 208

Become acquainted with stories that build knowledge of PHYSICAL WORLD 208

Become aware of other lands and CULTURES 210

Begin to gain understanding of SELF and others 212

Discover special INTERESTS through literature 214

Suggested Readings

- It's Poetry Time 226
- Caldecott Medal Award Books 228
- Holiday Literature 230
- Stories to Read Independently 232
- Creative Dramatics 235

JUST FOR YOU ....

ONE SHOULD LOVE LITERATURE

Develop, through reading, a love for literature and the personal qualities needed for sincerity of expression, such as:

being friendly
liking the story
concentrating on the story
respecting the audience
thinking of storytelling as an art

ONE SHOULD MAKE WISE SELECTIONS

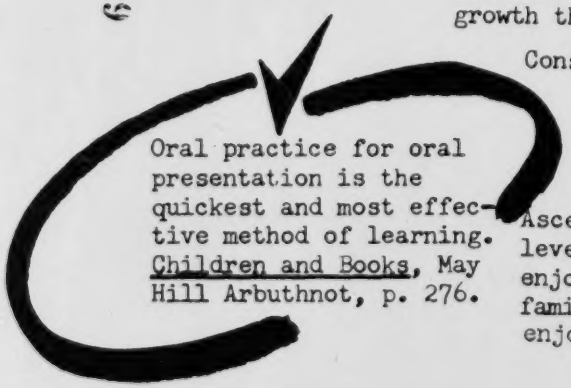
With an excellent background in children's literature, one is better able to make wise selections. Utilize book lists for suggestions of stories and poems. Know about the children's book awards—Caldecott and Newbery Awards.

Keep in mind the goal: helping children to develop good taste in literature.

Start at the present level of interest of the children and provide for growth through guidance and stimulation of interests.

Consider these factors in determining story selections:

age and maturity of children
available books
use of familiar topics
use of dramatic or swift-moving stories.



Oral practice for oral presentation is the quickest and most effective method of learning. Children and Books, May Hill Arbuthnot, p. 276.

Ascertain suitability of material by considering the child at each growth level when making a selection. Children in kindergarten and primary grades enjoy picture books with little text. They like subjects that revolve about family situations, people, animals, boats, trains, and science. They also enjoy Mother Goose stories and nonsense rhymes.

Expand children's horizons to include stories about home, school, and the community. Include various types of literature in a repertoire:

fiction nonfiction poetry plays

Develop an understanding of changing conditions in the world and the effect on children's books. Current trends in children's literature include:

emphasis and interest in peoples of the world
production of more religious books
production of more science and history books.

THE TEACHER

ONE SHOULD BE ABLE TO "TELL" A STORY

Tell, if possible, rather than read, stories. This holds the full attention of children and permits:

the use of more dramatic gestures and movements when a passage calls for such action

the observation of the reactions of children to parts of a story that may be difficult.

Become acquainted with and learn some of the techniques of the great story-tellers of modern times, such as the following:

Marie Shedlock Ruth Sawyer

Develop a method of preparation for telling a story. The following suggestions may aid:

Know the story.

Visualize the characters and the scenes.

Learn the story under conditions similar to those that will prevail when you tell it. If you expect to tell the story when standing, practice it when standing. Read the story aloud as if to an audience. This will help build self-confidence and point up spots in the dialogue that are weak or dull.

Give extra practice to more difficult or more dramatic passages.

Refine the beginning and ending of the story. This will help to get the audience into the mood of the story and to send them off feeling satisfied at the end of the story.

Attain, through practice, personal qualities needed for graphic presentation of literature:

a good voice (not a special one for children)

Have friends evaluate your voice; record and listen to your voice. It should be somewhere close to middle "C."

clear diction

Build a vocabulary which will lend flavor and feeling to material. Neither memorize nor use careless methods of telling.

Maintain a pleasant appearance. Be appropriately dressed and well-groomed. Avoid over-dramatic presentation.

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OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP APPRECIATION OF GOOD LITERATURE	The teacher should—
Gain PLEASURE and EMOTIONAL SATISFACTION through prose and poetry	Make available to children all the wonders and delights of literature, including: prose — fiction poetry — nonfiction Use picture books in the early grades. Pictures are attention-getting devices and help make vivid the drama of the story. Introduce new books to children, pointing out and emphasizing: parts of a book cover — pictures back — story title page movement from left to right across the page and from top to bottom on the page.
attitudes	Teach children to care for books by establishing good habits: covering new books with covers keeping books in good condition using books properly carrying and holding books turning pages of books.
Become acquainted with stories that build knowledge of PHYSICAL WORLD	Plan activities through which children will become acquainted with the physical world. (See suggestions for activities in both the Supplement to Teaching Guide for Science and the Curriculum Guide for the Social Studies, kindergarten through grade 3 volumes.)

PRACTICES AND EVALUATION FOR PUPILS

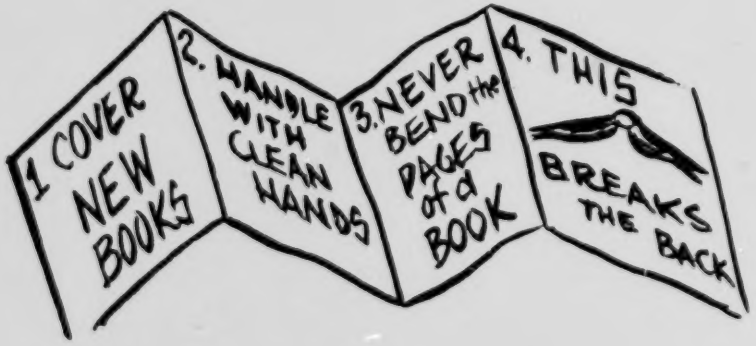
Pupils may—

Read or tell a story to the class. Have classmates determine if narration is fact or fiction (pretend or a real story). Give reasons for determining status and select incidents from the book to illustrate.

Bring to class picture books that have been enoyed at home; relate the stories to the class. Make contributions of story and poetry books to the room library. (Books should be in usable condition.)

Cover new books with oilcloth or heavy brown paper, to protect and keep them clean. The books will be usable for a longer period.

Make an accordion book to tell and illustrate the care of books. Use the best illustrations made by classmates to represent the rules. The book may be loaned to other rooms or to the library for other children in the school to see.



INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Arbuthnot, May Hill. Children and Books.

Fenner, Phyllis. Proof of the Pudding.

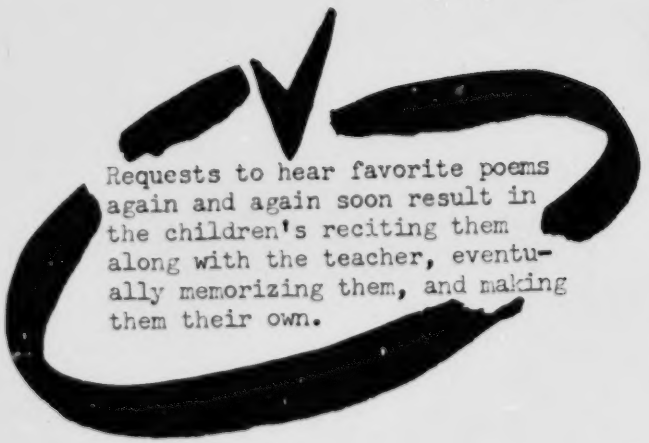
_____. Something Shared.

Huck, Charlotte S., and Young, Doris A. Children's Literature in the Elementary School.

Larrick, Nancy. A Teacher's Guide to Children's Books.

Sawyer, Ruth. The Way of the Storyteller.

Shedlock, Marie L. The Art of the Storyteller.

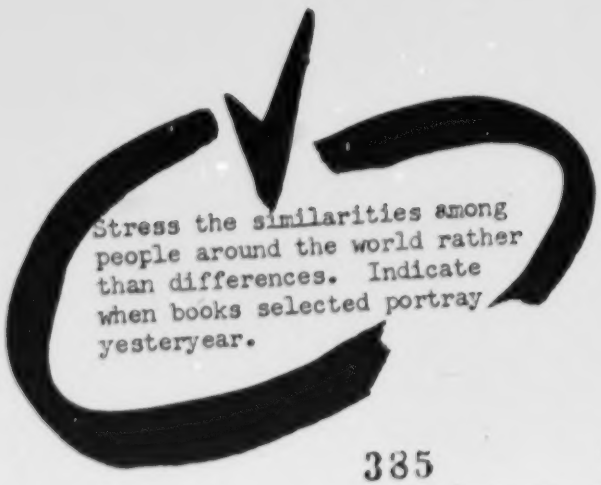


OBJECTIVES

DEVELOP APPRECIATION OF GOOD LITERATURE

Become acquainted with stories that build knowledge of PHYSICAL WORLD

Become aware of other lands and CULTURES



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Provide through literature an introduction to phenomena of the physical world. Use books listed on approved library list, such as:

Title	Author
The True Book of Science Experiments	Podendorf
More Science Experiments	Podendorf
Science for Children	Mandell
Big and Little, Up and Down	Berkley
The Size of It and Ups and Downs	Berkley
The First Book of Astronomy	Grey
Summer Is Here	Parker
What Is a Season	Darby
Mickey's Magnet	Branley and Vaughan
Paddle-to-the-Sea	Holling

Provide opportunities to develop understandings of the children's American heritage. Use appropriate stories to acquaint pupils with information regarding other people.

Be cognizant of the fact that children learn much of the past through the reading of literature. While incidents may be different, there is much similarity in problems. A reading child becomes a better-informed child and adult and has a more discerning view of world situations.

Relate stories and poems in the early primary grades without direct reference to the idea that these represent the heritage of the children. The literature itself will give the important insights. Be sure to present both old and new tales to children:

Title	Author
The Goat Who Couldn't Sneeze	Jordan
Five Chinese Brothers	Bishop
Hansel and Gretel	Grimm
Flicka, Ricka, and Dicka	Lindman

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Make a collection of butterflies or coins and write an original composition relating the adventures of a collector. Go to the library to locate books which will give information and will aid in collecting. Share these books with classmates who may be interested.

Read about children in other lands. Locate their country on the globe. Find out, from geography books and encyclopedias, more about the countries in which the characters live.

Tell the class about a story of people in other lands. Show classmates, on the wall-map or globe, where the country is located. For example, if the book Five Chinese Brothers is read, locate China and note the distance between this country and the United States of America. Perhaps someone can tell what it means when five paper fish kites are flying outside a Chinese home.

Collect travel folders and pictures from magazines for display on the bulletin board. Locate books in the library about the various countries pictured or named.

Prepare a display of pictures of people in national costumes. Put pictures on a bulletin board and identify the costumes according to the country in which they are worn. Match a costume with a book title or with an original story. Magazines and travel folders will provide pictures.

INSTRUCTIONAL AIDS

ANTHOLOGIES

Anderson, Hans Christian. Fairy Tales and Stories.

Arbuthnot, Mae Hill. Time for Fairy Tales, Old and New.

_____. Time for True Tales Almost True.

Asbjornsen, P. C. East of the Sun and West of the Moon.

Association for Childhood Education. Told under the Blue Umbrella.

_____. Told under the Green Umbrella.

_____. Sung under the Silver Umbrella.

Duvoisin, Roger. Three Sneezes and Other Swiss Tales.

Hutchinson, Veronica S. Chimney Corner Stories.

_____. Fireside Stories.

Milne, A. A. Winnie the Pooh.

Taylor, Margaret (comp.). Did You Feed My Cow?

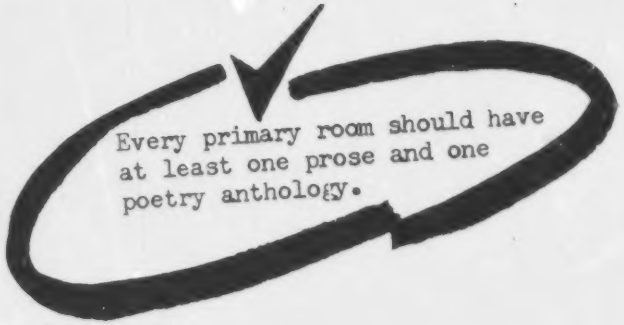
Werner, Edward. The Golden Book of Nursery Tales.

OBJECTIVES

DEVELOP APPRECIATION OF GOOD LITERATURE

Become aware of other lands and CULTURES

Begin to gain understanding of SELF and others



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Introduce, at the third grade, legends and stories as examples of very early means of communication among men.

Provide opportunities for children to become acquainted with worthwhile books. Include the first contribution to "modern" children's literature, Alice's Adventures in Wonderland, by Lewis Carroll.

Help children gain understanding of self and colleagues by realizing:

the necessity for giving assistance to people
the necessity for sharing with others
the relationship of one's self to the group
the common activities engaged in and experienced by everyone.

Read books to children which will help them to understand themselves and their peers. Include such titles as:

Title	Author
A Friend Is Someone Who Likes You	Angland
Andy and the School Bus	Beim
Smallest Boy in the Class	Beim
Two Is a Team	Beim
Too Many Sisters	Estes
Hundred Dresses	Ets
Play with Me	Guilfoyle
No One Listens to Andy	Lexau
Cathy Is Company	Olds
What Will I Wear?	Shortall
John and His Thumbs	Udry
Let's Be Enemies	

Prepare a card file of best-liked poetry, arranged by content, reaching beyond the holidays and seasons categories. Keep the file on the desk for quick reference and use.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Obtain information about Lewis Carroll. Include the kind of work Mr. Carroll did and why we should remember him.

Create a story play about one of the following:
- going to school
- helping a friend
- sharing a book.

Use pieces of felt and other scrap materials to create a mural which will depict some of the acts of kindness one accords to others. Colored burlap may be used as background material.

Prepare a "friendship" book. Write compositions which tell about acts of kindness. The pages may be illustrated with original drawings or pictures cut from magazines. The topics may be similar to the following suggestions:
- Holding the Door Open for a Friend
- Helping a Friend Carry Packages
- Sharing with a Friend.

INSTRUCTIONAL AIDS

AUDIO-VISUAL AIDS

(Film)

Creative Drama: The First Steps. Northwestern University, 1962. color.

(Filmstrips)

For ordering procedures, refer to Approved List of Filmstrips for Elementary and High Schools, Board of Education, City of Chicago.

American Folk Tales Series. Curriculum Films, Inc. color.

Children of Many Lands. Encyclopaedia Britannica Films, Inc. b&w.

Filmstrips. Curriculum Materials Center, 1959. color, with manuals.
"Andy and the Lion"
"The Biggest Bear"
"The Camel Who Took a Walk"
"Caps for Sale"
"The Circus Baby"
"The Little Red Lighthouse"
"Little Toot"

Filmstrips. Curriculum Materials Center, 1959. color, with manuals.
"Curious George Rides a Bike"
"Five Chinese Brothers"
"In the Forest"
"Jenny's Birthday Book"
"Johnny Crow's Garden"
"Magic Michael"

OBJECTIVES

DEVELOP APPRECIATION OF GOOD LITERATURE

Discover special INTERESTS through literature

fact and fancy

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Encourage children to read widely. Gradually increase the quality and depth of the suggested material, in accordance with the maturity and skill in reading.

Use the existing interests of children to encourage them to read; when sufficient enthusiasm is built regarding reading, offer other selections pertaining to related fields, and finally, to different fields.

Read a variety of material to children:
- poetry
- fiction
- nonfiction.

Occasionally, read a part of an exciting story to children; stop just before the climax to arouse the curiosity of the children and to stimulate their desire to read the remaining part of the story.

Present to children many stories that are fanciful and many that are factual. Help children discover the bases for determining that which is fanciful and that which is real:
- Could the incidents actually happen?
- Could this happen at your house?
- Could the boy or girl be you?
- Can animals talk?

Assign several questions related to a unit of study to third-grade children. Have them locate the information in the library. Have them learn to find the sections of the library designated as fiction and nonfiction.

Help children distinguish betwen prose and poetry by reading many selections of each. Help children decide if the words are a composition in verse. Help them sense the rhythmic pattern in some poetry similar to that of music.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Use the room library when finished with written work. Select a book which is appealing and read the story at the library table or desk.

"Share a story" by drawing a picture or writing a brief summary of an exciting book and pinning it on the space provided on the bulletin board. Encourage classmates to read the library books "advertised" in the share a story space.

Keep a record of titles of books read by making a chart. Show the different types of stories found interesting:

- adventure stories
- aviation stories
- mystery stories
- stories about people
- animal stories

Bring to class examples of the various kinds of publications:

- books
- pamphlets
- magazines
- newspapers

Find out from the librarian which magazines should prove interesting for classmates to read. Obtain these magazines from the librarian, if possible, and bring them to class. Have committees investigate the contents of the magazines and report on the interesting items. Prepare a bulletin board which will show vividly these various sections.

Listen to a story the teacher reads. Think about it and determine if the things which happened in the story could really occur.

Write two stories about the same topic. Make one read as if it were true, then write the same story but make it fanciful.

INSTRUCTIONAL AIDS

AUDIO-VISUAL AIDS

(Filmstrips)

Filmstrips. Curriculum Materials Center, 1959. color, with manuals.
"Georgie"
"Hercules"
"Make Way for Ducklings"
"Mike Mulligan"
"Millions of Cats"
"Red Carpet"
"Stone Soup"
"Story of Ping"

Story Time Picture Tales. Curriculum Films, Inc. color.

(Records)

For ordering procedures, refer to Approved Text Book List for Language Arts Subjects, 1962-1965, Board of Education, City of Chicago.

A Child's Garden of Verses. Scott, Foresman & Co.

Andy and the Lion, The Biggest Bear, Little Toot, Caps for Sale. Curriculum Materials Center.

The Camel Who Took a Walk, The Little Red Lighthouse, The Circus Baby. Curriculum Materials Center.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP APPRECIATION OF GOOD LITERATURE	The teacher should--
Discover special INTERESTS through literature	Organize the books in the classroom library according to fact and fancy. Provide a place for poetry. Color codes may be used to indicate the topic of the books. As children mature they may assume the responsibility of coding.
fact and fancy	
dramatization	Select stories that may be dramatized easily. Increase skill in dramatizing a story and improve taste in selecting stories. The following steps may be used in planning the dramatization of a story or poem: Discuss the possibilities of dramatizing the story. Make plans for the dramatization. Divide the story into parts. Select the characters. Discuss and plan the conversation. Do not memorize parts. Plan a simple setting. Act out the story. Encourage children to give oral reports on books that they have read. When they are able, have them make written reports. Using a simple form that has been duplicated will aid children who desire to share what they have read. Reports may also be given by preparing an illustration, diorama, or book jacket depicting a scene from the story. These may be displayed.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Draw a floor plan of the school library. Show in the plan the shelves reserved for fiction and nonfiction.

Make a list of enjoyable "tall tales" to share with classmates. Answer the question: What is meant by "tall tales"?

Select, at intervals, a story for dramatization which has first been read by classmates. One time, dramatize a story informally without preparation; another time, dramatize a story after some simple planning. At still another time, dramatize after a script has been prepared, costumes made, and action planned.

Repeat familiar story refrains with the storyteller, as in "The Three Billy Goats Gruff": "He went trip trap, trip trap, trip trap, across the bridge."

Take turns telling part of a story. (When one child stops, the next child begins.)

Make a filmstrip, using large strips of paper, about an original story or a story that has been read. Narrate the scenes as they are shown to the class.

Paint a mural to show interesting book characters. Think of new adventures for favorite characters.

Use the form the teacher supplies, and write a report sharing a good book with classmates.

INSTRUCTIONAL AIDS

AUDIO-VISUAL AIDS

(Records)

Children's Stories and Songs. Folkway Records.

Curious George Rides a Bike, Five Chinese Brothers, In the Forest, Jenny's Birthday Book. Curriculum Materials Center.

Georgie, Stone Soup, Story of Ping, Red Carpet. Curriculum Materials Center.

Just So Stories. Spencer Press, Inc.

The Kitten Who Saved Christmas. De Saymont Records.

Magic Michael, White Snow Bright Snow, Johnny Crow's Garden, Pancho. Curriculum Materials Center.

Mike Mulligan, Millions of Cats, Make Way for Ducklings, Hercules. Curriculum Materials Center.

Poetry Time. Scott, Foresman & Co.

Sounds around Us. Scott, Foresman & Co.

Storytime Favorites. Spencer Press, Inc.

OBJECTIVES

DEVELOP APPRECIATION OF GOOD LITERATURE

Discover special INTERESTS through literature

interpretation

memorization

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Have productions that are the children's <u>own</u> best effort. Encourage children to make suggestions, try them out, and evaluate them. It is unwise to impose rigid standards as this might interfere with the spontaneous expression of the children.

Take time for poetry! Even during a crowded day, there are usually a few moments that can be set aside for the enjoyment of poetry. Utilize short periods:

just before dismissal
between changes in activities
during rest periods
when an activity suggests a remembered poem as one in teacher's card file.

Introduce children to good poetry as an important part of the kindergarten-primary literature program. In the primary grades, children show an almost instinctive love for poetry. They are enchanted by jingles and nursery rhymes. They are intrigued by the pronounced rhythm of simple poems. Children have a natural love for rhythm, rhyme, and the sound of words.

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PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Prepare a literary program. The program may include skits of stories or riddles, songs based upon poems, the recitation and dramatization of poems, and the preparation of materials needed to help tell the story:

- costumes relating to the literature
- maps showing the locale of literature
- illustrative programs including selections used on the program
- large pictures depicting times, characters, or places in the literature.

Participate in the dramatization of the rhythmic expression of poems. What does the poem make one feel like doing:

- dancing?
- skipping?
- hopping?

Bring a poem to read or say to the class and share it with classmates. Tell why it is a favorite poem.

INSTRUCTIONAL AIDS

OBJECTIVES

DEVELOP APPRECIATION OF GOOD LITERATURE

Discover special INTERESTS through literature

memorization

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Select poems for use with a class, considering the following:
- Is the poem simple and well within the children's understanding?
- Is the poem related to a mood, a situation, or an experience?
- Is there a variety of appeal—rhyme, rhythm, action?

Present a new poem by reading it several times. Talk about the poem. Reread it on succeeding days, encouraging children to join in on parts they remember.

Present poems so effectively that children will be caught and held by the teacher's genuine feeling as well as by the language, rhythm, mood, or story of the poem.

Realize that memorization should come because of one's interest and desire to keep the information permanently. A poem that is well-liked and repeated many times under different conditions will be automatically memorized by a great number of children. Guide those who need additional help by:
- reading the poem to them as a whole
- encouraging them to say parts that are repeated or have rhythmic pattern
- selecting special parts that are difficult and repeating them with the children
- repeating the entire poem, reassuring children that they may say the poem with the teacher
- asking for volunteers to recite the poem independently
- asking all the children to recite the poem together with the teacher.

PRACTICES AND EVALUATION FOR PUPILS

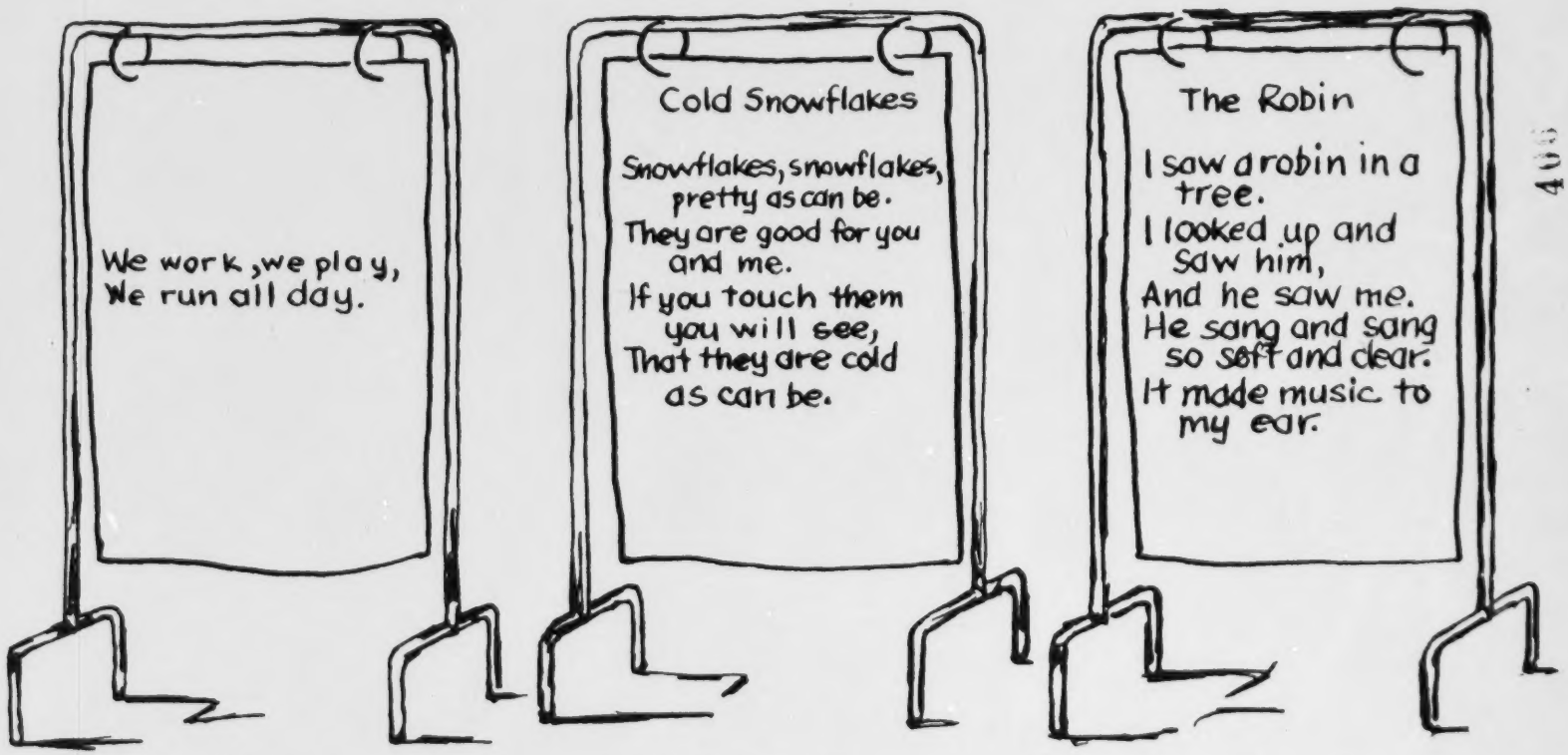
INSTRUCTIONAL AIDS

Pupils may—

Mak e a poetry book of favorite poems learned in class. Illustrate the poems.

Dramatize an interpretation of a poem. See if classmates have different versions or if they can guess which poem is being dramatized.

Original poetry written by children in the Chicago Public Schools

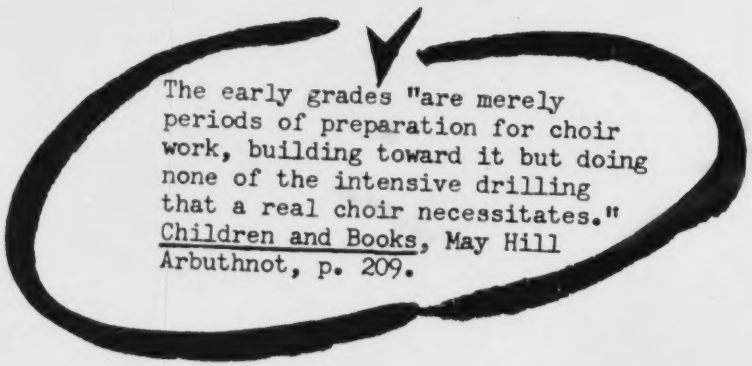


OBJECTIVES

DEVELOP APPRECIATION OF GOOD LITERATURE

Discover special INTERESTS through literature

choral speaking



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Initiate choral speaking by presenting poems with definite and distinctive refrains and engaging words.

Teach children to interpret poetry through the technique of choral speaking, sometimes called verse choirs. The early primary grades are readiness periods for choral speaking. The following suggestions may be found helpful in preparing children for this activity:

Initiate choral speaking by presenting poems with "catchy" refrains and engaging words.

Read a poem with a refrain and chorus, having children join in on the chorus. (Mark time to keep children saying the poem at an appropriate tempo. Hold voices soft, as in singing.)

Use a poem that asks and answers a question, like "Baa, Baa, Black Sheep." (The teacher asks the question and the children answer.)

After children know a four- or six-line poem, divide the class into two groups. Have our group say the first two lines and the other group say the next two lines, like the Mother Goose rhyme:

"1, 2, 3, 4, 5!
I caught a hare alive!
6, 7, 8, 9, 10!
I let her go again."

Have children discover the rhythm of a poem by tapping fingers softly as the teacher reads it aloud.

PRACTICES AND EVALUATION FOR PUPILS

INSTRUCTIONAL AIDS

Pupils may—

Participate in choral speaking by learning the selection and responding as directed by the teacher. Boys may like to tell the story; girls, say the refrain. Or the boys may give one line, the girls the next.

Use many methods of recording reactions to stories read during the year:

- Keep a card file; include author, title, and personal comments on books.
- Make book jackets representing stories read; display the jackets on the bulletin board.
- Construct a diorama; represent an exciting scene from a story.

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OBJECTIVES

DEVELOP APPRECIATION OF GOOD LITERATURE

Discover special INTERESTS through literature

library

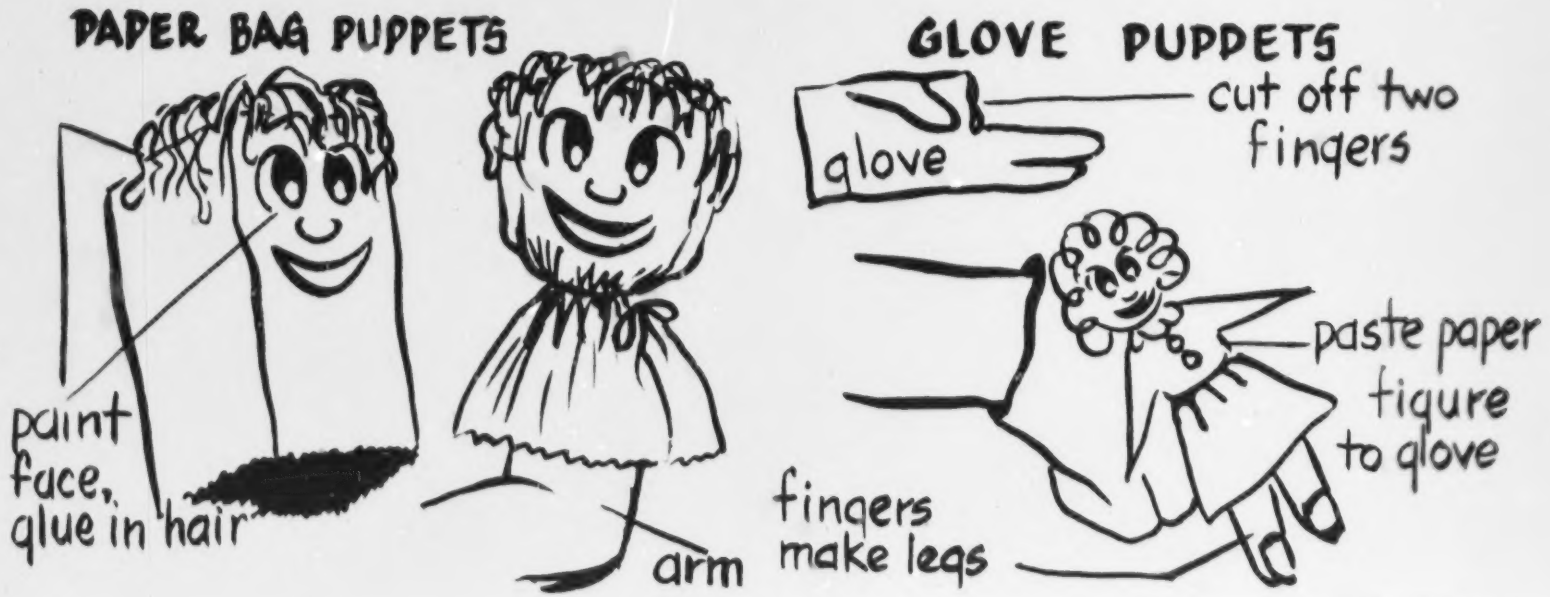
PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Make the library accessible and inviting, and it will stimulate interest in recreational reading. The books available should be varied in content, form, and difficulty. The library should contain good storybooks which will stimulate dramatization, and books of poetry which will develop literary appreciation.

Provide for frequent opportunities to read for sheer enjoyment. In addition to the time which a child may spend individually browsing through books, the program should include planned, free-reading periods during the week, such as library periods and reading club time. (See suggestions of book titles for room libraries by consulting the section entitled "Elementary Reading Resource Materials" in the Approved List of Language Arts Instructional Materials, 1962-1964.)

Encourage children who do not yet read to look at and handle all kinds of picture books.



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PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Obtain a library card from the public library. It will require the ability to write one's own name and a statement giving permission, signed by the parent.

Keep reading skill progressing during the summer by joining and participating in the summer reading club at a public library. The library has many lists of books to help boys and girls make story selections.

Contribute to the room library by bringing books from home to share with children in the classroom. Books that "have been outgrown" may be shared with younger children.

Construct hand puppets representing favorite characters in books and dramatize parts of the story. There are many kinds of puppets that may be made, such as:

- hand puppets
- glove puppets
- finger puppets
- shadow puppets
- paper bag puppets

Make a model of the hornbook, using material obtainable at home:

Be sure to include the three items the book contained.
Find out why the first textbooks were called hornbooks.

Use the library facilities to find out who received Caldecott and Newbery Medal Awards, and why they are presented.

Keep a list of the Caldecott books read and see how many can be enjoyed and remembered by the end of the year.

INSTRUCTIONAL AIDS

IT'S POETRY TIME!

POETRY, SUGGESTIONS[1]

Author	Title
Aldis, Dorothy	Asleep
	Autumn Party
	Bad
	Brooms
	Everybody Says
	Goldfish
	Good
	Ice
	In the Summer
	Jack O'Lantern
	Little
	My Nose
	Naughty Soap Story
	The Seals
	Snow
	Squirrel, Squirrel
	Winter
Allen, M. L.	The First Snow
	My Zipper Suit
Barrows, Marjorie	Hallowe'en Song
Baruch, Dorothy Walter	Cat
	Merry-go-round
	Two Working Men
Bates, Clara Doty	Who Likes Rain
Behn, Harry	This Happy Day
Bennett, Rowena Bastin	Meeting the Easter Bunny
	A Modern Dragon
	Motor Cars
	Thanksgiving Magic
Brewer, Ebenezer Cobham	Little Things
Chute, Marchette Gaylord	My Dog
	Spring Rain
Cooper, George	Come, Little Leaves
Coplen, Grace Wilson	Fireflies
De la Mare, Walter	The Huntsmen
Evans, Mildred	New Year Prayer
Farjeon, Eleanor	A Kitten
Field, Eugene	The Duel
	Wynken, Blynken and Nod
Field, Rachel Lyman	Animal Store
	City Rain
	Doorbells
	Hallowe'en
	Snow in the City
	Something Told the Wild Geese
	Thanksgiving Day
Fisher, Aileen	My Dad and I
	Until We Built a Cabin

[1] Recommended by the teachers of district 17 for use in the primary grades

Author	Title
Frost, Frances Mary	The Little Whistler
Fyleman, Rose	The Balloon Man
	The Chickens
	The Goblin
	Huski-Hi
	Mice
	October
	Singing Time
Greenaway, Kate	Little Wind
	School Is Over
Hawkshaw, Ann	Little Raindrops
Hughes, Roselind	Stop, Look, Listen
Lear, Edward	A Was an Apple Pie
	The Owl and the Pussy-Cat
LeCron, Helen Cowles	Little Charlie Chipmunk
Lindsay, Vachel	The Turtle
Link, Lenore	Holding Hands (Elephants)
McCord, David	Far and Few
McGinley, Phyllis	P's the Proud Policeman
	U Is for Umbrellas
Milne, Alan Alexander	Happiness
	In the Fashion
	Puppy and I
Mitchell, Lucy Sprague	House of the Mouse
Mother Goose	
Orleans, Ilo	A Blade of Grass
	Insects
	Thank You, God
Richards, Laura E.	Jippy and Jimmy
	Kindness to Animals
	Talents Differ

Author	Title
Roberts, Elizabeth Madox	Firefly
	The Hens
	Little Rain
	The Rabbit
	The Woodpecker
Rossetti, Christina G.	The Bow that Bridges Heaven
	Brown and Furry
	Color
	Little Bunny
	What Is Pink?
Sandburg, Carl	Fog
	Theme in Yellow
Stephens, James	White Fields
	The White Window
Stevenson, Robert Louis	Foreign Lands
	Marching Song
	My Shadow
	Rain
	Sing a Song of Seasons!
	The Swing
	Where Go the Boats?
Taylor, James	I Love Little Pussy
	The Star
Teasdale, Sara	February Twilight
Tippett, James Sterling	Autumn Woods
	Familiar Friends
	"Sh"
	Trains
Turner, Nancy Byrd	Black and Gold
	Buccaneer
	First Thanksgiving of All
	A Sure Sign

THE CALDECOTT MEDAL AWARD

SUGGESTED READINGS

CALDECOTT MEDAL AWARDS[1]

Year	Author	Title	Level	Publisher
1938	Lathrop, Dorothy	Animals of the Bible	4-6	J. B. Lippincott Co.
1939	Handforth, Thomas	Mei Li	3-5	Doubleday & Co., Inc.
1940	D'Aulaire, I. M., and D'Aulaire, E. P.	Abraham Lincoln	3-5	Doubleday & Co., Inc.
1941	Lawson, Robert	They Were Strong and Good	4-6	The Viking Press, Inc.
1942	McCloskey, Robert	Make Way for Ducklings		The Viking Press, Inc.
1943	Burton, Virginia	The Little House		Houghton Mifflin Co.
1944	Slobodkin, Louis	Many Moons (Text by James Thurber)	4-6	Harcourt, Brace & World, Inc.
1945	Jones, Elizabeth	Prayer for a Child (Text by Rachel Field)		The MacMillan Co.
1946	Petersham, Maud, and Petersham, Miska	The Rooster Crows		The MacMillan Co.
1947	Weisgard, Leonard	The Little Island (Text by Golden MacDonald, pseud.)		Doubleday & Co., Inc.
1948	Duvoisin, Roger	White Snow Bright Snow (Text by Alvin Tresselt)		Lothrop, Lee & Shepard Co., Inc.
1949	Hader, Berta, and Hader, Elmer	Big Snow	3-5	The MacMillan Co.

[1] Information furnished by the Cataloging Section, Division of Libraries, Chicago Board of Education, March, 1962.

Year	Author	Title	Level	Publisher
1950	Politi, Leo	Song of the Swallows	4-6	Charles Scribner's Sons
1951	Milhous, Katherine	The Egg Tree	3-5	Charles Scribner's Sons
1952	Mordvinoff, Nicholas	Finders Keepers (Text by Will Lipkind)		Harcourt, Brace & World, Inc.
1953	Ward, Lynd	The Biggest Bear	3-4	Houghton Mifflin Co.
1954	Bemelmans, Ludwig	Madeline's Rescue		The Viking Press, Inc.
1955	Brown, Marcia	Cinderella (Text by Charles Perrault)	3-5	Harper & Bros.
1956	Rojankovsky, Feodor	Frog Went a-Courtin' (Text by John Langstaff)		Harcourt, Brace & World, Inc.
1957	Simont, Marc	A Tree Is Nice (Text by Janice May Udry)		Harper & Bros.
1958	McCloskey, Robert	Time of Wonder	4-6	The Viking Press, Inc.
1959	Cooney, Barbara	Chanticleer and the Fox (adapted)	3-5	Thomas Y. Crowell Co.
1960	Ets, Marie Hall, and Labastida, Aurora	Nine Days to Christmas	3-4	The Viking Press, Inc.
1961	Sidakov, Nicolas	Baboushka (Text by Ruth Robbins)	K-3	Parnassus Press
1962	Brown, Marcia	Once a Mouse	K-2	Charles Scribner's Sons
1963	Keats, Ezra	The Snowy Day	K-2	The Viking Press
1964				
1965				

HOLIDAY LITERATURE

GENERAL

Brewton, Sara W. (comp.). Sing a Song of Seasons. New York: The Macmillan Co., 1955.

Moore, Lilian. Once Upon a Holiday. Nashville, Tenn.: Abingdon Press, 1959.

Reck, Alma K. Some Days to Remember. Chicago: Children's Press, Inc., 1958.

Sechrist, Elizabeth H. Poems for Red Letter Days. Philadelphia: Macrae Smith Co., 1951.

Very, Alice. Round-the-Year Plays for Children. Boston: Plays, Inc., 1957.

ABRAHAM LINCOLN'S BIRTHDAY

D'Aulaire, Ingri, and Parin, Edgar. Abraham Lincoln. Garden City, N. Y.: Doubleday & Co., Inc., 1959.

CHRISTMAS

Lindgren, Astrid. Christmas in the Stable. New York: Coward-McCann, Inc., 1962.

Hurd, Edith Thacher. Christmas Eve. New York: Harper and Row, 1962

#Recommended for reading to primary children

VALENTINE'S DAY

Bulla, Clyde R. Valentine Cat. New York: Thomas Y. Crowell Co., 1959.

Milhous, Katherine. Appolonia's Valentine. New York: Charles Scribner's Sons, 1954.

GEORGE WASHINGTON'S BIRTHDAY

D'Aulaire, Ingri, and Parin, Edgar. George Washington. Garden City, N. Y.: Doubleday & Co., Inc., 1936.

EASTER

#Heyward, DuBose. Country Bunny and the Little Gold Shoes. Boston: Houghton Mifflin Co., 1939.

Milhous, Katherine. Egg Tree. New York: Charles Scribner's Sons, 1950.

HANUKAH

Gaer, Joseph. Holidays Around the World. Boston: Little, Brown and Company, 1953.

Martignoni, Margaret E. Harvest of Holidays. New York: The Crowell-Collier Publishing Company, 1962.

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MEMORIAL DAY

Selections may be found in some of the GENERAL holiday literature.

COLUMBUS DAY

Judson, Clara Ingram. Christopher Columbus. Chicago: Follett Publishing Co., 1960.

Norman, Gertrude. Man Named Columbus. New York: G. P. Putnam's Sons, 1960.

HALLOWE'EN

Beim, Jerrold. Sir Hallowe'en. New York: William Morrow & Co., Inc., 1959.

Bright, Robert. Georgie. Garden City, N. Y.: Doubleday & Co., Inc., 1944.

#_____. Georgie's Hallowe'en. Garden City, N. Y.: Doubleday & Co., Inc., 1958.

Brock, Emma, et al. Spooks and Spirits and Shadowy Shapes. New York: E. P. Dutton & Co., Inc., 1949.

Davis, Lavinia R. Danny's Luck. Garden City, N. Y.: Doubleday & Co., Inc., 1953.

Friedrich, Priscilla. Marshmallow Ghosts. New York: Lothrop, Lee & Shepard Co., Inc., 1960.

McLeod, Emilie W. Clancy's Witch. Boston: Little, Brown & Co., 1959.

Massey, Jeanne. Littlest Witch. New York: Alfred A. Knopf, Inc., 1959.

#Slobodkin, Louis. Trick or Treat. New York: The Macmillan Co., 1959.

Unwin, Nora S. Proud Pumpkin. New York: E. P. Dutton & Co., Inc., 1953.

THANKSGIVING

Dalgliesh, Alice. Thanksgiving Story. New York: Charles Scribner's Sons, 1954.

Hays, Wilma P. Pilgrim Thanksgiving. New York: Coward-McCann, Inc., 1955.

#Recommended for reading to primary children

STORIES TO READ INDEPENDENTLY

GRADE THREE

FOR THE ACADEMICALLY LESS ABLE PUPIL[1]

Anderson, C. W. Billy and Blaze. New York: The Macmillan Co., 1936.

Beim, Lorraine L. The Smallest Boy in the Class. New York: William Morrow & Co., Inc., 1949.

Bemelmans, Ludwig. Madeline and the Gypsies. New York: Vanguard Press, 1959.

Newberry, Clare Turlay. Kittens. New York: Harper & Bros., 1936.

Norman, Gertrude. Johnny Appleseed. New York: G. P. Putnam's Sons, 1960.

Rey, H. A. Curious George Flies a Kite. Boston: Houghton Mifflin Co., 1957.

Sage, Michael. If You Talked to a Boar. Philadelphia: J. N. Lippincott Co., 1960.

Seuss, Dr. (pseud.) The Cat in the Hat. Geneva, Ill.: Houghton Mifflin Co., 1957.

Shannon, Terry. Kidlik's Kayak. Chicago: Albert Whitman & Co., 1959.

Steiner, Charlotte. Karoleena. Garden City, N. Y.: Doubleday & Co., Inc., 1957.

Weil, Lisl. Pudding's Wonderful Bone. New York: Thomas Y. Crowell Co., 1956.

Williamson, Stan. The No-Bark Dog. Chicago: Follett Publishing Co., 1962.

[1]For additional suggestions, see the Approved List of Language Arts Instructional Materials, 1962-1965 under "Elementary Reading, Resource Materials."

FOR THE ABLE PUPIL[1]

Bannon, Laura. Hop-High, the Goat. Indianapolis: The Bobbs-Merrill Co., Inc., 1960.

Beatty, Hetty Burlingame. Voyage of the Sea Wind. Boston: Houghton Mifflin Co., 1959.

Berquist, Grace. The Boy Who Couldn't Roar. Nashville, Tenn.: Abingdon Press, 1960.

Caudill, Rebecca. The Happy Little Family. New York: Holt, Rinehart & Winston, Inc., 1947.

Dalgliesh, Alice. The Bears on Hemlock Mountain. New York: Charles Scribner's Sons, 1952.

Jones, Elizabeth Orton. Big Susan. New York: The Macmillan Co., 1952.

Lionni, Leo. Inch by Inch. New York: Ivan Obolensky, Inc., 1960.

Seuss, Dr. And to Think that I Saw It on Mulberry Street. New York: Vanguard Press, 1937.

Polito, Leo. Moy Moy. New York: Charles Scribner's Sons, 1960.

Tudor, Tasha. Becky's Birthday. New York: The Viking Press, Inc., 1960.

FOR THE ACADEMICALLY MORE ABLE PUPIL[1]

Bishop, Clare Hachet. Pancakes-Paris. New York: The Viking Press, Inc., 1947.

Bulla, Clyde R. The Poppy Seeds. New York: Thomas Y. Crowell Co., 1955.

Carpenter, Frances. Tales of a Chinese Grandmother. Garden City, N. Y.: Doubleday & Co., Inc., 1937.

Coatsworth, Elizabeth. Lonely Maria. New York: Pantheon Books, Inc., 1960.

De Angeli, Marguerite. Black Fox of Lorne. Garden City, N. Y.: Doubleday & Co., Inc., 1956.

DuBois, William Pene. The Lion. New York: The Viking Press, Inc., 1956.

_____. Twenty-One Balloons. New York: The Viking Press, Inc., 1947.

Fletcher, David. Confetti for Cortorelli. New York: Pantheon Books, Inc., 1957.

[1]For additional suggestions, see the Approved List of Language Arts Instructional Materials, 1962-1965 under "Elementary Reading, Resource Materials."

FOR THE ACADEMICALLY MORE ABLE PUPIL[1]

Lawson, Robert. Ben and Me. Boston: Little, Brown & Co., 1939.

_____. Rabbit Hill. New York: The Viking Press, Inc., 1944.

Lord, Beman. The Trouble with Francis. New York: Henry Z. Walck, Inc., 1958.

Moore, Lilian. The Snake that Went to School. New York: Random House, 1957.

Norton, Mary. The Borrowers. New York: Harcourt, Brace & World, Inc., 1953.

Quigley, Lillian. The Blind Men and the Elephant. New York: Charles Scribner's Sons, 1959.

Reeves, James. Titus in Trouble. New York: Henry Z. Walck, Inc., 1959.

Rice, Charles D. Minty's Magic Garden. Garden City, N. Y.: Doubleday & Co., Inc., 1954.

Schlein, Miriam. The Big Cheese. New York: William R. Scott, Inc., 1958.

Spykman, Nicholas. Lemon and a Star. New York: Harcourt, Brace & World, Inc., 1955.

White, Eleoyn. Charlotte's Web. New York: Harper & Bros., 1952.

Wiese, Kurt. The Chinese Ink Stick. Garden City, N. Y.: Doubleday & Co., Inc., 1945.

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[1]For additional suggestions, see the Approved List of Language Arts Instructional Materials, 1962-1965 under "Elementary Reading, Resource Materials."

CREATIVE DRAMATICS

Allstrom, Elizabeth. Let's Play a Story. New York: Friendship Press, 1957.

Davis, Jed H., and Watkins, Mary Jane L. Children's Theatre: Play Production for the Audience. New York: Harper & Bros., 1960.

Fisher, Caroline D., and Robertson, Hazel G. Children and the Theatre, rev. ed. Stanford, Calif.: Stanford University Press, 1950.

Fitzgerald, Burdette. Let's Act the Story. San Francisco: Fearon Publishers, Inc., 1957.

Haaga, Agnes, and Randles, Patricia. Supplementary Materials for Use in Creative Dramatics with Younger Children. Seattle: University of Washington Press, 1952.

Kase, Robert. Stories for Creative Acting. New York: Samuel French, Inc., 1961.

Lease, Ruth, and Siks, Geraldine B. Creative Dramatics in Home, Schools, and Community.

Seattle Junior Programs (comp.). Children's Theatre Manual. Chicago: Children's Press, Inc., 1953.

Siks, Geraldine B. Creative Dramatics: An Art for Children. New York: Harper & Bros., 1958.

Siks, Geraldine B., and Dunnington (eds.). Children's Theatre and Creative Dramatics. Seattle: University of Washington Press, 1961.

Ward, Winifred. Drama with and for Children, Bulletin No. 30. Washington: U. S. Dept. of Health, Education and Welfare, Office of Education, 1960.

_____. Playmaking with Children. 2d rev. ed. New York: Appleton-Century-Crofts, Inc., 1957.

ARE CHILDREN ACQUIRING A LOVE FOR LITERATURE?

HAVE YOU MADE WISE SELECTIONS?

Does the material fit the children's maturity level? ☐

Do the children respond enthusiastically? ☐

Does the material fit interest level? ☐

HAVE YOU TOLD THE STORY EFFECTIVELY?

Do you know the story well yourself? ☐

Do you like the story? ☐

HAVE THE ATTITUDES OF THE CHILDREN IMPROVED?

Are children developing a love for good literature? ☐

Are children becoming more selective? ☐

Are children effectively interpreting stories and poems? ☐

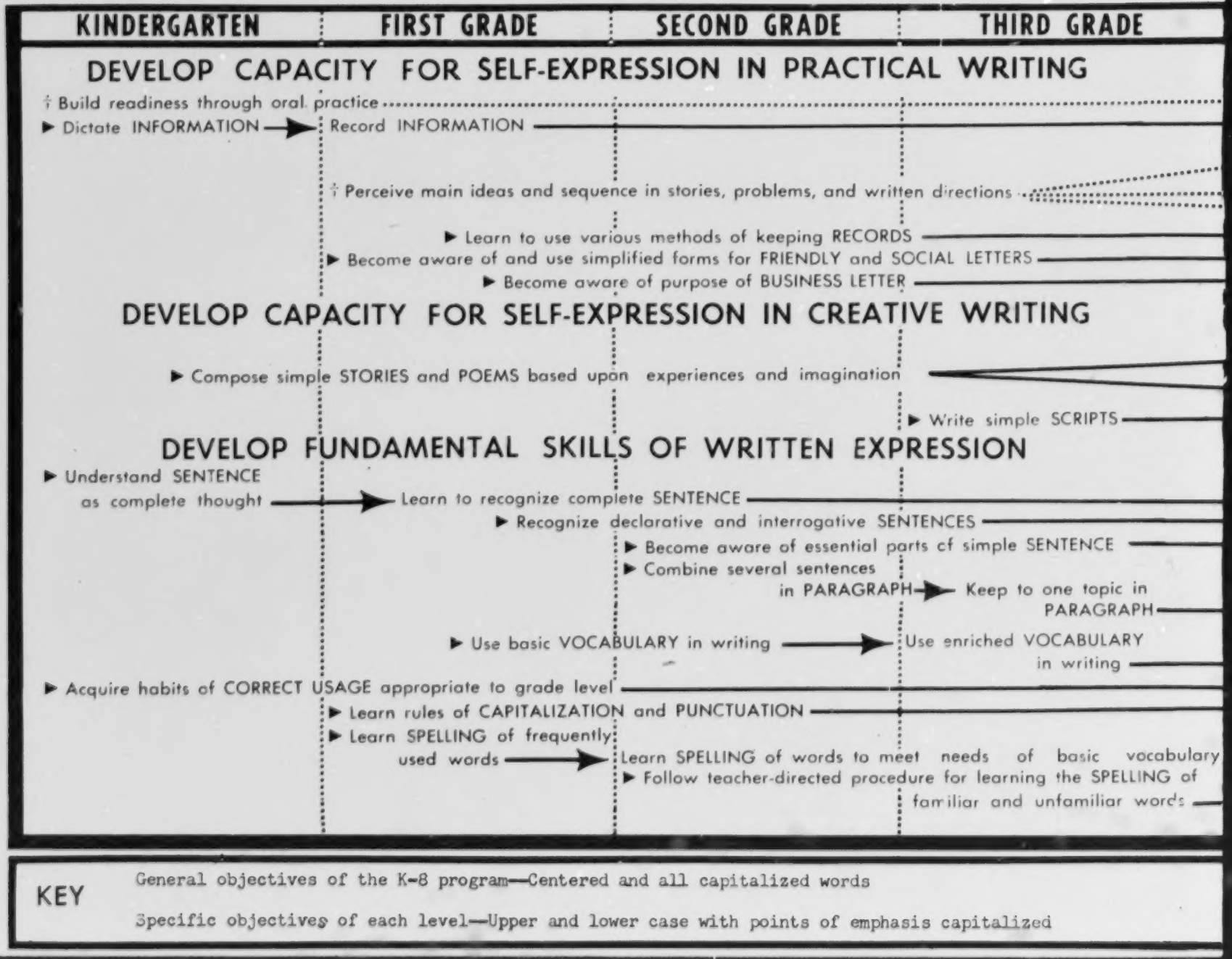
Are children desiring to share their love of stories with others? ☐

Are children distinguishing between fact and fancy? ☐

Are children learning to take care of books? ☐

WRITING
The task which we are trying to achieve
is through the power of written expression
to make you feel ... it is ... above all
to make you see ... and understand!
Joseph Conrad

OVERVIEW OF THE

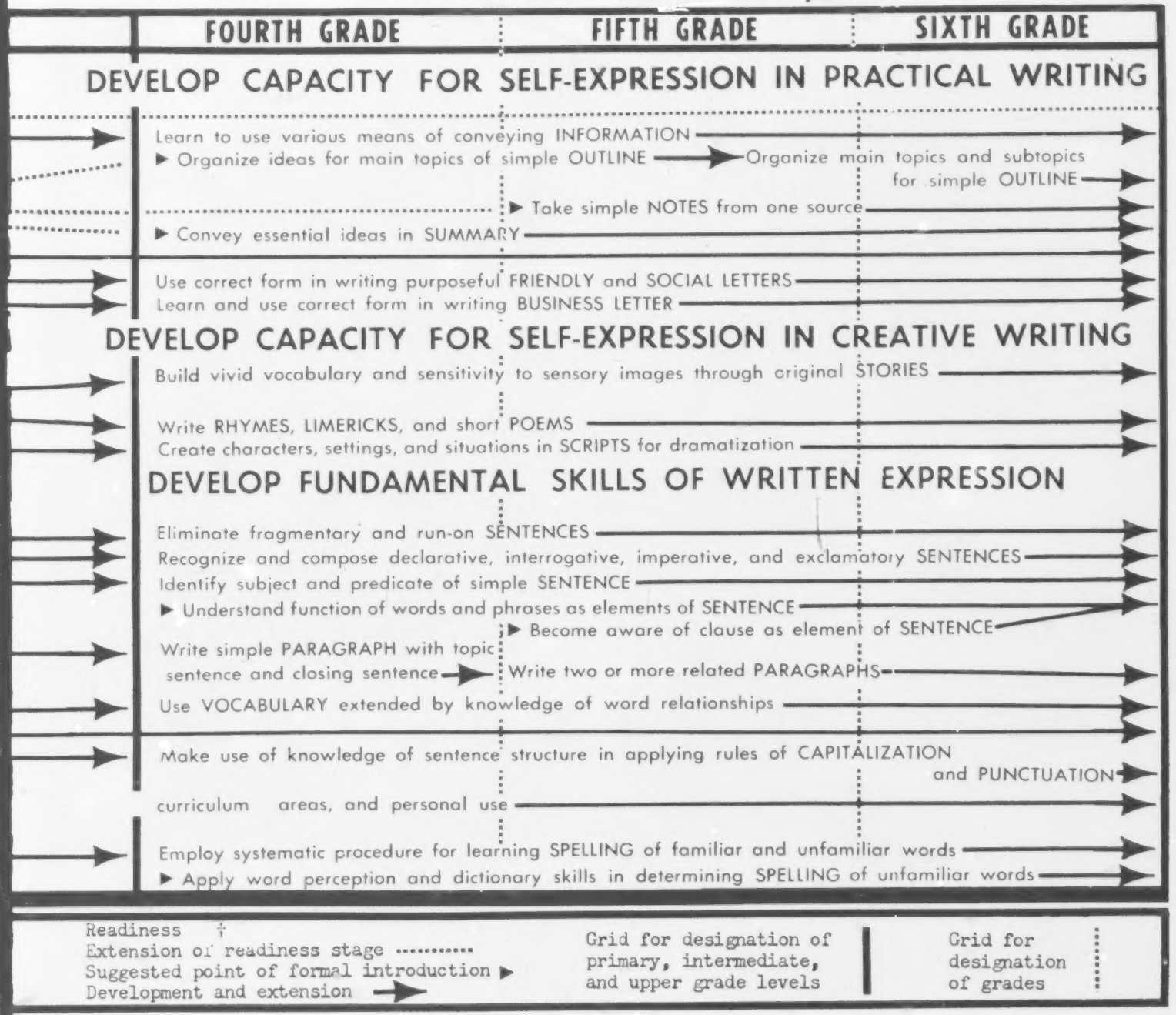


KEY

General objectives of the K-8 program—Centered and all capitalized words

Specific objectives of each level—Upper and lower case with points of emphasis capitalized

WRITING PROGRAM, K-6



435

OVERVIEW OF THE

KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE
DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION			
† Acquire readiness for handwriting ·····	▶ Learn to use MANUSCRIPT WRITING →	Maintain skill in MANUSCRIPT WRITING →	▶ Learn to use CURSIVE WRITING →

KEY

General objectives of the K-8 program—Centered and all capitalized words

Specific objectives of each level—Upper and lower case with points of emphasis capitalized

HANDWRITING POSITIONS

WRITING PROGRAM, K-6

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION		
Use MANUSCRIPT WRITING for legibility whenever appropriate →		
Improve size, slant, spacing, and letter formation in CURSIVE WRITING →		
▶ Set STANDARDS and recognize proofreading symbols in editing material →		

Readiness ┼
Extension of readiness stage .....
Suggested point of formal introduction ▶
Development and extension →

Grid for designation of primary, intermediate, and upper grade levels

Grid for designation of grades

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HANDWRITING POSITIONS

Communication through Written Expression

Important considerations for the introduction of written expression at the primary level are:

the readiness of pupils in both speaking and writing
children's interest and realization of the need for this form of communication.

Oral and written composition are interdependent and interrelated. They cannot be separated in the beginning stages of children's written expression. The spontaneity and natural urge for expression of the primary child should be encouraged and developed.

It is important to remember that oral communication precedes written composition.

An effective language program in the primary grades is one that:

provides a favorable climate for writing--a friendly, informal classroom atmosphere
provides enriching, first-hand, and vicarious experiences to build background and to encourage the desire to speak and write
includes systematic, planned instruction in the mechanics of writing
provides motivation for creative expression
provides situations and centers of interest promoting free expression
encourages a child to express his own ideas and experiences
provides for evaluation of a child's work
encourages the use of standard English.

Children should hear standard English spoken and see it written; they should be encouraged to imitate standard English.

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Understand SENTENCE as complete thought
Acquire habits of CORRECT USAGE appropriate to grade level
Acquire readiness for handwriting

FIRST GRADE

DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING 258
Build readiness through oral practice
Dictate INFORMATION
Record INFORMATION
Perceive main ideas and sequence in stories, problems, and written directions
Learn to use various method of keeping RECORDS
Become aware of and use simplified forms for FRIENDLY and SOCIAL LETTERS
Become aware of purpose of BUSINESS LETTER
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Learn to recognize complete SENTENCE
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SECOND GRADE

DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING 284
Build readiness through oral practice
Dictate INFORMATION
Record INFORMATION
Perceive main ideas and sequence in stories, problems, and written directions
Learn to use various methods of keeping RECORDS
Become aware of and use simplified forms for FRIENDLY and SOCIAL LETTERS
Become aware of purpose of BUSINESS LETTER
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Learn rules of CAPITALIZATION and PUNCTUATION
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THIRD GRADE

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Become aware of purpose of BUSINESS LETTERS
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Learn to recognize complete SENTENCE
Recognize declarative and interrogative SENTENCES
Become aware of essential parts of simple SENTENCE
Keep to one topic in PARAGRAPH
Use enriched VOCABULARY in writing; imitate standard English
Acquire habits of CORRECT USAGE appropriate to grade level
Learn rules of CAPITALIZATION and PUNCTUATION
Learn SPELLING of words to meet needs of basic vocabulary, curriculum areas, and personal use
Follow teacher-directed procedure for learning the SPELLING of familiar and unfamiliar words
Maintain skill in MANUSCRIPT WRITING
Learn to use CURSIVE WRITING
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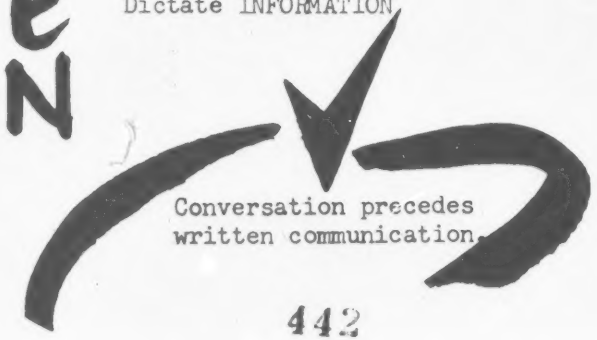
KINDERGARTEN

OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING

Build readiness through oral practice

Dictate INFORMATION



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Use every opportunity to promote growth in oral expression. Be sure all children have the opportunity to take part in conversation in some way:

- to talk in small and in large groups
- to talk to the teacher
- to talk to classmates.

Guide children to relate true and enjoyable experiences to classmates during the "Show and Tell" period. Encourage freedom of discussion.

Help children to relate sequentially the steps taken in a classroom activity, such as:

- a science experiment
- an excursion
- the operation of a mechanical toy.

Encourage children who are relating directions to classmates to make them clear and easy to follow. Such directions may include:

- how to paint a picture
- how to cut out a Hallowe'en pumpkin
- how to make lemonade.

Use pictures made by children to encourage speaking and to help them gain fluency in oral expression.

Act as secretary to record lists of articles, ideas, plans, letters, labels, accounts of trips, and invitations.

Read and tell a variety of stories to children to enrich their background in many subject fields.

Read the best of literature in order to improve children's taste in the selection of stories. (See Literature section of this Guide for suggestions.)

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Tell about the things in nature observed on the way to school:
- the first robin
- snowflakes falling
- buds on a tree.

Provide enjoyment for classmates by relating a humorous incident occurring at home, on the way to school, or on the playground.

Relate experiences to the class in a sequential manner, such as explaining the steps followed by the planting committee in carrying out its experiment with seeds:
- obtaining the seeds
  - from the store
  - from the children's gardens
- planting three sets of seeds
  - one set placed in the window and watered
  - one set placed in the window and not watered
  - one set placed in a dark closet and watered
- charting the progress of each set
- observing the results.

Ask parents to take them on excursions to places, such as:
- museums (Field, Science and Industry)
- plays (Goodman Theatre)
- concerts (Chicago Symphony Children's Concerts)
- zoos (Lincoln Park, Brookfield Zoo)
- parks (Garfield, Grant, Morton Arboretum)
- story hours (Chicago Public Library)
- book clubs (Chicago Public Library).

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Applegate, Mauree. Easy in English, pp. 329-330, 351-353, 435-492.

_____. Helping Children Write.

Baker, Zelma W. The Language Arts, the Child and the Teacher.

Dawson, Mildred A. Teaching Language in the Grades, chaps. xi, xiv.

Greene, Harry A., et al. Developing Language Skills in the Elementary School, pp. 211-218.

Shane, Harold G. Beginning Language Arts Instruction with Children, pp. 46-47, 223-227.

Strickland, Ruth G. The Language Arts in the Elementary School, pp. 283-308.

Tidyman, Willard F., and Butterfield, Marguerite. Teaching the Language Arts, pp. 64-66, 344-347.

OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING

Dictate INFORMATION

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Show films related to units of instruction to serve as motivation for discussion. Encourage children to express themselves freely but with consideration for their classmates.

Help children to "read" picture charts and encourage them to expand interpretation through their own creative thinking.

Encourage observation of natural phenomena, such as:
- the leaves turning color
- snow in the winter
- birds flying South
- the first blade of grass
- the first robin

Teach children to see and to talk about the things that they see in nature.

Encourage creative and imaginative self-expression through art, using such media as:
- crayolas
- clay
- paints.

(See Curriculum Guide for Art, K-3 for suggestions.)

Provide first-hand experiences through excursions around the school building and in the community. Consult your principal before planning a trip and be advised of special problems.

Spark the imaginations of children by using techniques that arouse curiosity, such as:
- leaving a box tied with a beautiful ribbon on one of the tables to see if anyone is curious enough to ask what is in it
- write a message on the chalkboard saying that whoever is the first to read the message may have the object accompanying the notice (tablet, candy, eraser).

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PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Collect leaves and seeds to be brought to class to develop identification charts:

milkweed	pumpkin seeds
catalpa seed pods	common leaves

Bring colorful autumn leaves to class. Place them between two sheets of waxed paper and have the teacher press them with a hot iron. Hold the papers up to the window to observe the effect. Describe.

Bring to class articles that have been made at home for display during the "Show and Tell" period:

pictures cut into pieces to make a jigsaw puzzle
drawings of boys and girls cut out for paper dolls
boxes made into cars.

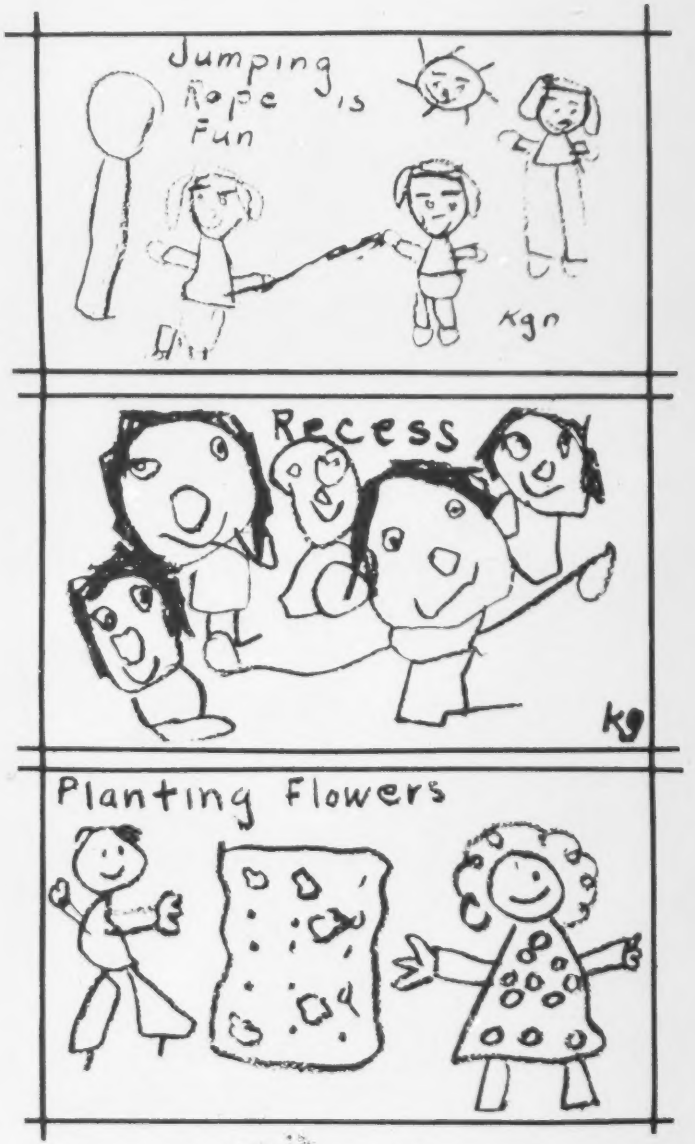
Observe new or unusual items in the classroom. Bring them to the attention of the class during the day:

a new plant sprouting up in the flower box
a new toy in the playhouse
a beautiful box on the table.

Contribute to centers of interest by bringing from home materials that classmates will be curious to observe, to handle, and to talk about, such as:

collections of shells	collections of miniature autos
colorful pictures	
collections of seeds	collections of dolls

INSTRUCTIONAL AIDS



OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING	The teacher should—
Dictate INFORMATION	Plan experiences that will promote friendliness and a co-operative spirit among the children, such as: tasting fruit brought from home participating in birthday celebrations taking turns with equipment--rhythm instruments, blocks, dolls, playhouse, slide.
	Display provocative materials on the bulletin board so as to excite interest and discussion. It is not enough to pin a picture related to a unit of study on the board; one must use ingenuity and creativeness in calling attention to this material.
	Be sure, in the desire to provide interest centers, that the room does not appear cluttered and give the impression of a mass of objects without focus. Children will see nothing and gain little value from this kind of arrangement. Good taste and a central idea or theme in each interest center is essential.
social situations	Teach children the function of social letter-writing as a means of communication and their obligations in relation to social letters. Include: notes of appreciation for a kind act friendly notes to a classmate who is ill notes of thanks upon receiving a gift letters of invitation to parents or the principal.
	Have the children create the body of a note orally. Use the chalkboard or newsprint paper to write as the children dictate the words.
	Duplicate letters that children create orally to be taken home, such as: a note to parents a note to a friend who is ill.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Invite the principal to a room activity with a formal invitation composed by the class and printed by the teacher.

Make cards to send to a classmate who is ill. Draw pictures on the cards which will amuse the sick child and cheer him.

Plan a note to parents asking permission to take a trip. Include the following information:
- where the class wishes to go
- what the class is going to see
- how the class will get there
- cost of the trip.

Label articles in "play store" with prices using "easy" numbers.

Participate in creating a list of safety rules to follow on the way to school. (For the teacher: See the Curriculum Guide for the Social Studies.)

Collect and label pictures from magazines and newspapers relating to a unit of study.

View film, A Letter to Grandmother, to become familiar with this form of communication. Bring letters and cards obtained through the mail from relatives and friends. Tell classmates about them.

INSTRUCTIONAL AIDS

AUDIO-VISUAL AIDS

(Film)

For ordering procedures, refer to Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, page 5.

A Letter to Grandmother. Coronet Films, 1942.

See the Curriculum Guide for the Social Studies, K-3.

See Approved List of Maps, Charts, and Globes regarding chart stand. Chart paper is Commodity No. 3296. See April 5, 1962 bulletin. Order on J-1 account.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP CAPACITY FOR SELF-EXPRESSION IN CREATIVE WRITING	The teacher should--
Compose simple STORIES and POEMS based upon experiences and imagination	Remember that oral expression must precede written expression. Encourage children to relate stories to the class on a topic with which they have had first-hand experience, such as: a trip to the zoo finding a dandelion going to the grocery store. Encourage children, who are able, to draw or paint several pictures related to one subject. First, have them tell the story these pictures relate, and then help the children to label them.
newspaper	Use a room newspaper as a means of encouraging children to create original or imaginative expressions. The newspaper may consist of news illustrations placed on the bulletin board, a poster board, a chart, or newsprint. The following subjects might be used: My Puppy Our Goldfish Our Snowman. (Use little written expression and much illustration.)
	Read rhymes, poems, and jingles to children to help them appreciate the sounds and become conscious of rhythm and rhyming words.
	Determine the possibilities for class use by analyzing a poem before presenting it to the children: dramatization - Mother Goose rhymes rhythm - "Christopher Robin Goes Hoppity, Hoppity" by A. A. Milne rounds - "The Barnyard" by Maude Burnham.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Create an original storybook by drawing three or four pictures in sequence relating to an experience, such as:
- going on a shopping trip
- buying new shoes
- a holiday celebration.

Suggest one- or two-word titles for pictures displayed on the bulletin board.

Take turns being the class reporter. Report orally on:
- good housekeeping by classmates
- special activity that occurred in the classroom or the assembly hall
- news of a classmate's new brother or sister.

Listen to poems read by the teacher. Try to give the rhyming word when the teacher pauses. Bring to class favorite poems and jingles for classmates to enjoy.

Relate to Mother and Father the poems learned at school. Ask them to say a poem they like or write it down so that it may be taken to school and read in class.

INSTRUCTIONAL AIDS

Below is an example of a kindergarten bulletin board newspaper. Use only a few pointed words and discuss pictures until children are able to identify related message.

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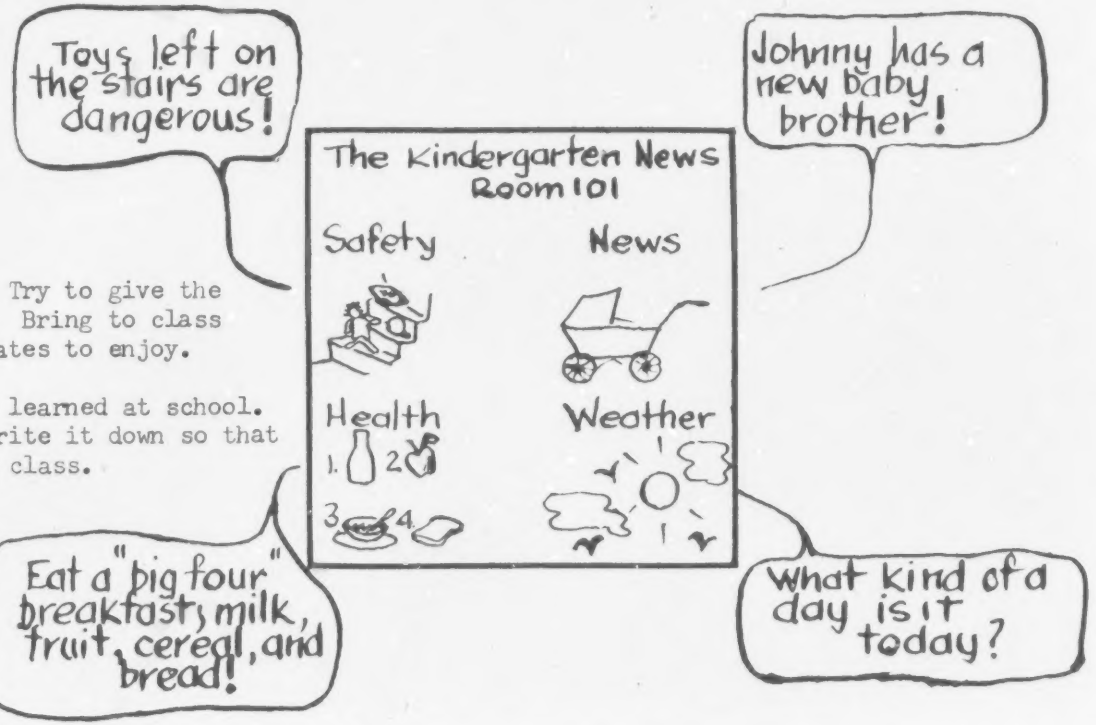


OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP CAPABITY FOR SELF-EXPRESSION IN CREATIVE WRITING	The teacher should—
Compose simple STORIES and POEMS based upon experiences and imagination	Analyze a poem before using it with a unit of study. Consider such possibilities as: familiar things - "Animal Crackers" by Morley science activities - "The Turtle" author anonymous colors or pictures - "Little Red Sled" by Bush. Use various methods to encourage children to express themselves creatively. One method is to present a portion of a sentence to the children. The children then try to supply various endings, such as: as quiet as _____ as noisy as _____ as soft as _____. Read a poem that has much repetition, encouraging children to "join in" on repeated words. Let children make tape recordings of their own work pictures.
DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION	
Understand SENTENCE as complete thought	Correct errors in usage, informally, whenever they occur. Make an effort to use the word when speaking to the child to reinforce the correct answer. Use many means of increasing or enriching vocabulary: tell stories containing new and appropriate words have children listen to WBEZ radio programs and recordings of songs and stories encourage viewing of high-quality television shows.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Create own dramatic actions to a known poem; practice actions at home, and when ready, perform before classmates at "Show and Tell" or storytime.

Listen carefully while the teacher pronounces a word. Think of another word that has the same meaning. Classmates take turns giving words and guessing:

Teacher	Pupil
small	little
large	big
noisy	loud
sweet	sugary
nice	polite
quick	speedy

Create own poems about the first snowfall, the buds on the trees, or birds singing. Record their poems on tape. Listen for the "feeling" of poetry.

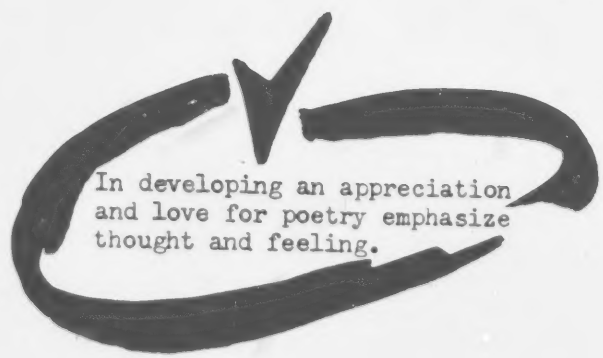
Participate in the "Show and Tell" period. Bring something from home to show classmates. Tell the children about the item:

where it was obtained
to whom it belongs
what is to be done with the article.

Bring pictures from magazines; show and explain these to classmates.

INSTRUCTIONAL AIDS

Blank tapes may be order from the General School Supplies List.



OBJECTIVES

DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION

Understand SENTENCE as complete thought

Acquire habits of CORRECT USAGE appropriate to grade level

Acquire readiness for handwriting

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Encourage children to say more than monosyllables or phrases. From good speaking habits, children will write more fluently. Encourage natural, interesting talk.

Set a good example by speaking correctly. Children at this age are great mimics. They will quickly copy any errors or idiosyncrasies of speech which they hear.

Understand the growth characteristics of children and realize the importance of building oral expression and proper attitudes toward writing before making any attempt to teach the writing of symbols at this level of growth.

Enable children to observe the teacher writing in purposeful situations in order to become aware of the need to communicate through writing and the need to make personal records:
writing letters of invitation to the principal or to children in other classrooms to view an experiment performed in relation to weather
writing letters for information regarding an excursion to the Museum of Science and Industry
writing lists of materials needed for lunch, a trip, or an art project.

Demonstrate the best position in which to hold tools used for written expression:
the hands when using crayolas or a paint brush
the body in relation to paper on a table, or when standing at the chalkboard or easel.

Provide many opportunities for pupils to express themselves with their hands:
painting murals with tempera paints
coloring and designing on cloth
cutting and mounting objects.

Guide children in the use of manipulative materials: pegboards, puzzles, abacuses.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Dictate their stories to the teacher in their natural talking languages.

Give careful attention to the teacher and observe that as he writes he:
- moves his arm from left to right
- starts at the top of the paper and proceeds to the bottom.

Try to print their first name on papers, with the teacher's help.

Watch as the teacher writes for the class:
- captions on drawings, bulletin boards, table-top exhibits, and charts
- names on drawings, possessions, and equipment
- plans for excursions and parties.

Bring to school pictures that have been drawn at home. Show the illustrations to the class during the "Show and Tell" period. The teacher will help children display their work on the bulletin board.

INSTRUCTIONAL AIDS

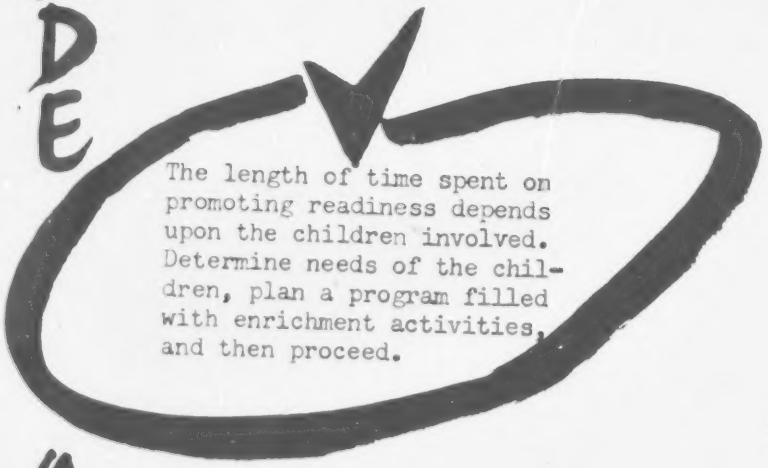
Develop rules for children to follow while working at the easel:
- share time at easel with classmates
- use only one sheet of paper for a picture
- wear apron when painting
- press brush against edge of cup to remove excess paint before painting
- place finished paper in drying area but not on top of another paper
- wash hands after painting.

GRADE ONE

OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING

Build readiness through oral practice



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Use every opportunity to promote growth in oral expression, making sure <u>all children</u> have the opportunity to participate. Provide opportunities:

- to speak in small and large groups
- to talk to the teacher
- to talk to classmates.

Guide children to relate true and enjoyable experiences to classmates and encourage freedom of discussion.

Read and tell a variety of stories to children to enrich their background in many subject fields.

Read the best of literature always, in order to improve children's taste in the selection of stories. (See Literature section for suggestions.)

Show films related to units of instruction to serve as motivation for discussion. Encourage children to express themselves freely after the viewing of a film but with consideration, co-operation, and feeling for classmates.

Help children "read" picture charts and encourage them to expand interpretation through their own creative thinking.

Encourage observation of natural phenomena:

- the falling of leaves
- the first bud on the tree
- rain falling in a puddle
- snow melting

Teach children to see and talk about things they see in nature.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Relate to the class exciting experiences that have happened:

at home	on first bus ride
at the lake	on birthday
on first train ride	on a holiday

Draw a series of pictures on one topic; arrange in sequential order; relate the story to classmates. At another time, select a classmate to interpret the story for the class.

Ask their parents to take them on excursions to places of interest:

- museums (Field, Science and Industry, Historical Society)
- plays (Goodman Theatre, Jack and Jill Players, Young Peoples Theatre, Park District Division of Recreation and Drama)
- concerts (Chicago Symphony Children's Concerts)
- zoos (Lincoln Park, Brookfield)
- parks (Garfield, Grant, Morton Arboretum, Lincoln)
- story hours (Chicago Public Library)
- book clubs (Chicago Public Library).

Bring to class some of the things that grow in the garden. In the fall, collect colored leaves and bring them to class. The leaves may be pressed between two sheets of waxed paper by applying a hot iron. Hold the results up to the window and beautiful patterns will become evident.

Watch the moon at night and draw it on the chalkboard to show others how it looked. Watch the moon another night and see if it has changed in appearance. Children may tell where they have observed it upon other occasions.

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Applegate, Mauree. Easy in English.

_____. Helping Children Write.

Dawson, Mildred A. Teaching Language in the Grades, chaps. xi, xiii, xiv.

Gray, William S. Teaching of Reading and Writing.

Greene, Harry A., and Petty, Walter T. Developing Language Skills in Elementary School, pp. 211-218.

Russell, David H. Children Learn to Read.

Shane, Harold G., et al. Beginning Language Arts Instruction with Children, pp. 46-47, 223-227.

Strickland, Ruth G. Language Arts in the Elementary School, pp. 283-308.

Tidyman, W. F., and Butterfield, Marguerite. Teaching the Language Arts.

OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING

Build readiness through oral practice

excursions

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Arouse interest in creative and imaginative work through art, using such media as:

- crayolas
- clay
- paints.

(See the Curriculum Guide for Art for suggestions.)

Provide first-hand experiences through excursions around the school building and in the community. Be sure to discuss plans for all excursions with the principal well in advance of the day on which the excursion is to be made.

Use pictures made by children to encourage speaking and help them gain fluency in oral expression.

Teach children games that will develop skill in observing likenesses and differences in various shapes, colors, and sizes of articles.

Promote readiness for usage of number symbols through counting games and the handling of manipulative devices related to numerals.

Spark the children's imagination by using techniques that arouse curiosity and result in questions asked by the children.

Prepare a poster which advertises the coming of a circus. Use vivid colors and the 3-D effect when creating the poster to attract immediate attention. The poster should be placed in a conspicuous place so that it is seen when children enter the room. Recorded circus music may also be played softly in the background. Say nothing to the children. Allow them to investigate and soon they will be asking questions.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Draw pictures of things observed about the school. Make a story sequence by pasting their pictures on a sheet of 12"x18" manila paper that has been folded like an accordion. Tell the story to the class and show the pictures.

Contribute to the telling of a classroom story (experience chart) about something observed in the community:

- kinds of homes
- animals
- plant life
- construction

Prepare questions to be answered which are related to an excursion. Children may form committees. Each committee should take the responsibility for obtaining the answer to one of the questions and report the committee's findings to the class upon his return.

Ask questions about a circus. Tell about circuses.

Make up rhyming verses about:

- animals at the circus
- sounds of the circus
- clowns at the circus
- tightrope walkers at the circus.

INSTRUCTIONAL AIDS

CHILDREN'S LITERATURE

See Approved Text Book List for Language Arts Subjects, 1962-1965 under "Elementary English"; also, "Elementary English Work Materials" and "Elementary English Manipulatives and Recordings."

NOTICE

Story Hour

1. Main Library - Sat., 2:15 p.m.
   Admission by ticket only; obtained by writing for or stopping at the Thomas Hughes Children's Room; this is a program of literature through use of music, films, and storytelling.

   Tickets are free; available to individual children and groups sponsored by teacher, scout leader, or P.T.A.

2. Branch Libraries - Sat., 10:30 a.m.
   No tickets are needed.

Book Clubs

Summer reading clubs are sponsored by the Public Library. Children may obtain information at the library during June.

Reading lists are available to those participating in the program. These are most useful to teachers; they are obtainable during the summer.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING	The teacher should--
Build readiness through oral practice	Provide experiences that will create a friendly atmosphere and a co-operative spirit among the children, as: popping corn on rainy days participating in holiday and birthday celebrations sharing materials and ideas. Be polite. The example will promote courteous responses from the children to the teacher and to each other.
Centers of interest	Plan room arrangements which create an atmosphere conducive to freedom of expression and which promote confidence in the teacher. Centers of interest, for example, may include: an art exhibit a science display a reading center. Make bulletin boards bright and light; display materials on the bulletin board that are related to the unit of study and that will arouse interest and stimulate discussion. All materials should be carefully mounted and placed. Bulletin boards should be planned and as artistically composed as a painting or a lesson. Bulletin boards should teach.
Dictate INFORMATION	Act as secretary and record on the chalkboard or a chart expressions told orally by the children: ideas — labels plans — accounts of trips letters — invitations
Record INFORMATION	Be alert for opportunities which will result in children recording data at their level of maturity. At first children may label pictures and items of interest about the room. Later, when they have more facility with written expression, have children write short compositions. (See section entitled "DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION.")

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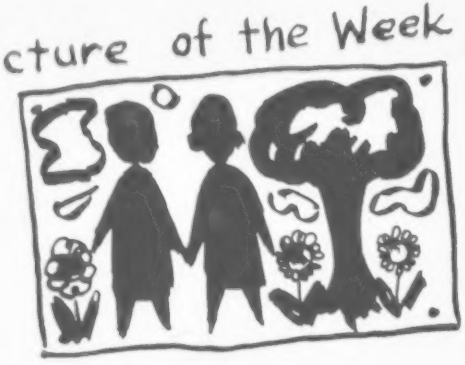
PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Contribute to and help build centers of interest in the classroom. Bring to school items which will interest classmates and stimulate expression.

Help select the "Picture of the Week" from those that have been hung in the art center. Select a permanent place on the bulletin board or elsewhere in the room for the "Picture of the Week" to be hung. Give reasons why the picture is selected:

- tells a story
- fills the space
- uses more than one color.



Tell about the various safety suggestions a patrol boy or fireman may have related to the class:

- causes of fire
- what to do in case of fire
- what to do at a busy corner.

Plan a scrapbook which will tell about spring flowers. Draw or cut pictures of flowers from magazines. Paste these on pages and staple the pages together like a book. Label each page with the name of the flower depicted, or write a sentence about the picture.

Make a list of all the signs of spring that one recognizes.

INSTRUCTIONAL AIDS

AUDIO-VISUAL AIDS

(Film)

For ordering procedures, refer to Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, page 5.

A Letter to Grandmother. Coronet Films, 1942.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING	The teacher should—
Perceive main ideas and sequence in stories, problems, and written directions	Help children relate sequentially the steps taken in a classroom activity, making the steps clear and easy to follow. Use: a science experiment — the painting of a picture an excursion — the making of a valentine the operating of a puppet — the making of cocoa
Learn to use various methods of keeping RECORDS	Encourage children to observe and keep records of various kinds, such as: dictionaries of new words to be used in written composition lists of material needed to be brought from home for a project charts listing duties of classmates.
Become aware of and use simplified forms for FRIENDLY and SOCIAL LETTERS	Be on the alert for opportunities requiring letter writing. Actual situations will provide more meaningful learning experiences. Teach children the function of social letter writing as a means of communication; for example, sending: friendly notes to classmates who are ill a note of thanks upon receiving a gift (object, time, or thoughtfulness) a note of appreciation for a kind act a letter of invitation to parents or the principal a letter of invitation to open house. Lead a discussion regarding the production of a letter: to whom it will be sent why the letter should be sent what will be said in the letter where one signs one's name what will be done with the letter after it is written.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Study a series of pictures the teacher has mounted. Arrange the pictures in sequential order and relate the picture story to the class. Other children may have different interpretations; listen while they tell their versions of the sequence of events.

Identify one's job from a chart provided by the teacher. Look at the wall chart or bulletin board and observe classroom responsibilities. Accept the responsibility and perform the duty promptly. Choose a helper to perform the duty in case of absence.

Bring to class individual or family invitations received at home. See how many different kinds of invitations the class can collect. Place them on the bulletin board for all to view:

- birthday
- wedding
- holiday
- christening
- graduation
- Valentine party

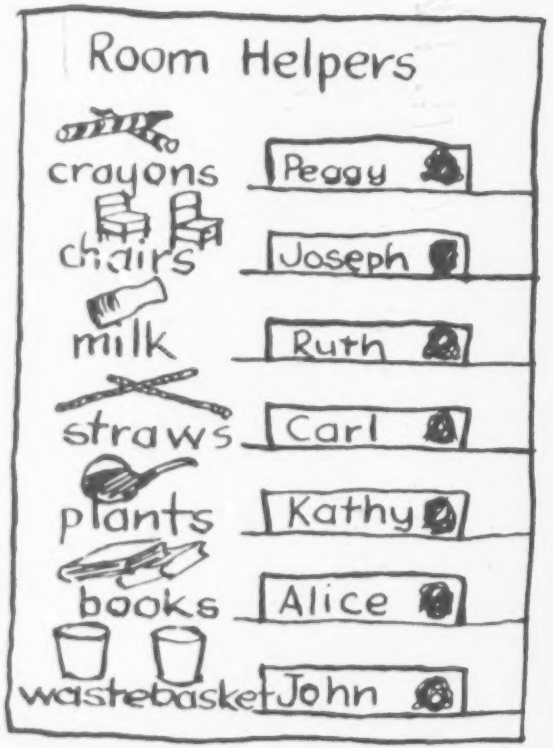
Write a letter to the librarian, requesting books related to the unit of study in the classroom.

Discuss the reasons for writing "thank you" letters to friends, relatives, and associates.

Make a letter-writing scrapbook including samples of letters they might write on various occasions:

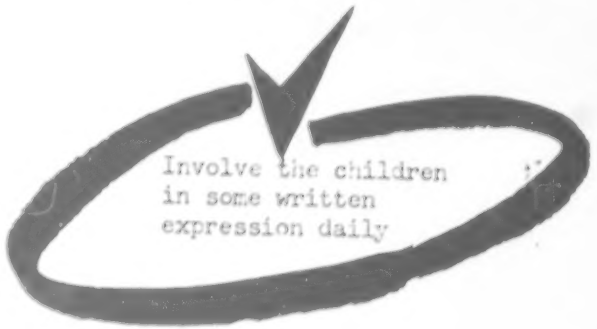
- an invitation to a party
- an expression of sympathy because of the illness of a friend
- a letter of appreciation upon receiving a gift.

INSTRUCTIONAL AIDS



Photos of children or pictures they draw of themselves are posted next to their names. This activity helps a child to recognize his name and identify himself with a job responsibility.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING	The teacher should—
become aware of and use simplified forms for FRIENDLY and SOCIAL LETTERS	Act as secretary in teacher-pupil planning, in recording experiences, and in relation to follow-up activities. This might require writing on the chalkboard: letters — labels accounts of trips — plans invitations — ideas In preparation for developing story sense, help children to relate sequentially the steps taken by the group in developing an activity.
Become aware of purpose of BUSINESS LETTER	Write a letter of request for material or information that the class composes: to an airline for the history of aviation to a railroad for the history of railroading to the public library regarding story hours to the museums regarding tours.
DEVELOP CAPACITY FOR SELF-EXPRESSION IN CREATIVE WRITING	Recognize variations in ability, language proficiency, and background of experiences as important in the written language program.
Compose simple STORIES and POEMS based upon experiences and imagination	Have children write one or more sentence compositions of related thoughts. Remember that oral expression must precede written expression. Encourage children to relate stories to the class about a topic on which they have had first-hand experience: going to the grocery store finding a penny collecting buttons. Encourage children to draw or paint a picture and tell the story the picture represents. Have available a collection of mounted pictures which children may use to lead them into written or oral expression. On the backs of some of the pictures, print questions to be answered by the children.



Pupils may—

Compose group letters:
- inviting friends and parents to an assembly program
- inviting Mother to a tea
- inviting children from other classrooms to exhibits
- thanking those who have performed a special service for the class.

Make suggestions to the teacher as to information the class wishes to seek from the public library about story hours:
- where storytime is held
- what the cost, if any, is per child
- how library privileges are obtained.

Word the questions in the letter clearly so that the librarian understands what information is being sought.

Think about the things that were seen or happened on the way to school. What was the most exciting thing that happened? Tell the class about it. Paint or draw a picture of the event or write a one-line story about it.

Select one picture from the story box. Look at every detail in the picture. Describe the picture or write the story it brings to mind.

April 6, 1963

Dear Mother,

We will have a school party. You are invited to come on May 9, at two o'clock.

Very truly,
Tom

May 10, 1963

Dear Vicki,

Thank you for the nice birthday present. I love you.

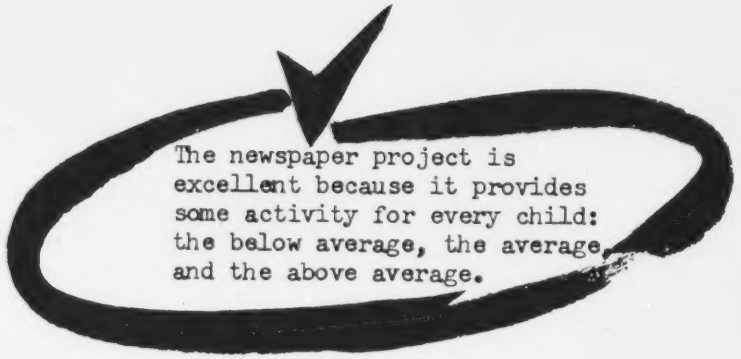
Your sister,
Toni

OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN CREATIVE WRITING

Compose simple STORIES and POEMS based upon experiences and imagination

newspaper



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Encourage able children to draw or paint several pictures related to one subject. First, have them tell the story the pictures represent; second, help label them. The story sequence can be displayed on the bulletin board for others to enjoy.

Use a room newspaper as a means of encouraging children to write original stories. The newspaper may be space on the bulletin board for illustrations of news or it may be done on oaktag or on newsprint. Include such topics as:

- news of weather
- assembly programs and other items of interest
- safety rules.

Accept all items the children bring or suggest for use in the newspaper. Set aside a time during the day to have children select the items which will be used for the newspaper. Through discussion, help children to develop an understanding of what makes a good story.

Encourage each child to contribute news of school, room, home, and self.

Remember to keep the form of the newspaper simple, using little written expression, tending instead toward much illustration. List the number of items in the paper.

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Pupils may—

Take turns being the class reporter. Report orally on events, as:

special activities that occurred in the classroom or the assembly hall
news of a classmate's new brother or sister
progress of a science experiment
local or world news.

Illustrate newspaper items to give emphasis to the news and help explain the story.

Print with large rubber letters all headings, captions, and titles for the bulletin-board newspaper.

Investigate and talk about the jobs of people who work for a newspaper:

newsboy's duties
reporter's duties
typesetter's duties.

OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN CREATIVE WRITING

Compose simple STORIES and POEMS based upon experiences and imagination

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Read rhymes, poetry, and jingles to children to help them appreciate and become conscious of rhythm and rhyming words.

Be sure to analyze a poem before presenting it to children, foreseeing its possibilities and using its greatest capacity for:

dramatization
rhythm
relation to a unit of study.

Use various methods to encourage children to express themselves in rhyme:

Have children finish the last line of a poem.
Encourage children to join in on repeated words.
Encourage children to create nonsense rhymes.

Have fun with poetry by playing a game and preparing a riddle quiz about a poem:

The lady went to get something.
Her dog was hungry.
She was hungry.
But the cupboard was bare.
Who is she?

Have children guess the answer and then they may say the poem as originally arranged.

Have children recite for their classmates riddles and rhymes that they have learned at home. If other children know the same rhymes let them join in.

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PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Listen to a poem the teacher reads, like "Merry-Go-Round" by Dorothy Baruch. What does it make one think about? What does it make one feel like doing?

Listen to poems read by the teacher. Try to describe the pictures which come to mind.

Recite to parents a poem learned in school. Find out if either of their parents has a favorite poem, learn it, and tell it to the class.

Try to create a poem. The teacher may give one line; the children try to supply the rest of the poem. (The teacher prints each line on the chalkboard as it is related.)

INSTRUCTIONAL AIDS

Birds

Birds in a tree

Sing to you

And sing to me!

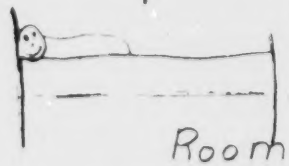
Jeff 1-110

We have a little oak tree growing in our room. Claire brought it to school. Our baby tree is growing from a little acorn.

Children of Room 111

I have a Teddy Bear.

He sleeps with me.



Room 108 - I.B.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION	The teacher should—
Learn to recognize complete SENTENCE	Encourage children to speak complete thoughts. They will be more likely to write complete thoughts. Provide opportunities to write simple, short sentences: upon returning from a trip after reading a story about taking care of room pets.
Recognize declarative and interrogative SENTENCES	Teach the need of punctuation for clarity and understanding. Devise examples which will show dramatically the necessity for punctuation: The boy ran the buggy tipped. The boy ran. The buggy tipped.
Use basic VOCABULARY in writing	Encourage children to write the words that they use when they speak. Should the children be unable to spell the words, write them on the chalkboard for the children to see.
Acquire habits of CORRECT USAGE appropriate to grade level	Set a good example by speaking correctly. Children at this age are great mimics. They will copy quickly any errors or idiosyncrasies of speech a teacher may have. Continue to correct errors in usage, informally, as they arise. As a reinforcement, use the word correctly when speaking to the child. Use pattern drills. Use many means of increasing and enriching vocabulary: Tell stories containing new words. Have children listen to WBEZ radio programs and discuss unfamiliar expressions. Provide recordings of stories and songs; explain new words before playing the records.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Retell a story.

Take turns "making up" sentences which tell something. Take turns "making up" sentences which ask something.

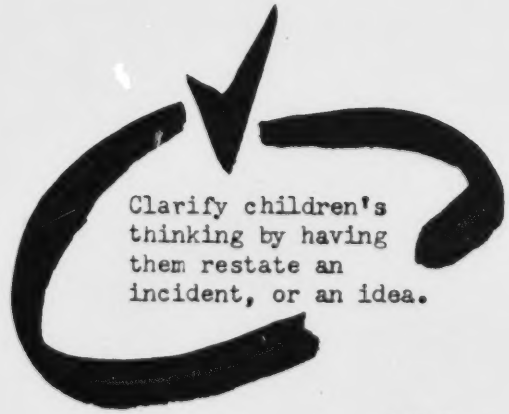
Determine what punctuation is to be used at the end of sentences that the teacher has printed on the chalkboard. Do the sentences ask or tell about something?

Use the exercise sheets provided by the teacher. Fill in the blank spaces after he has discussed the proper use of he or she.

(He) (She) is my sister.
(He) (She) makes candy for her brother.
(He) (She) is my brother.

Make a picture dictionary of new words. Place the letter with which the word begins at the top of the page. Toward the end of grade one, keep all the words that begin with the same letter on the same page.

INSTRUCTIONAL AIDS



OBJECTIVES

DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION

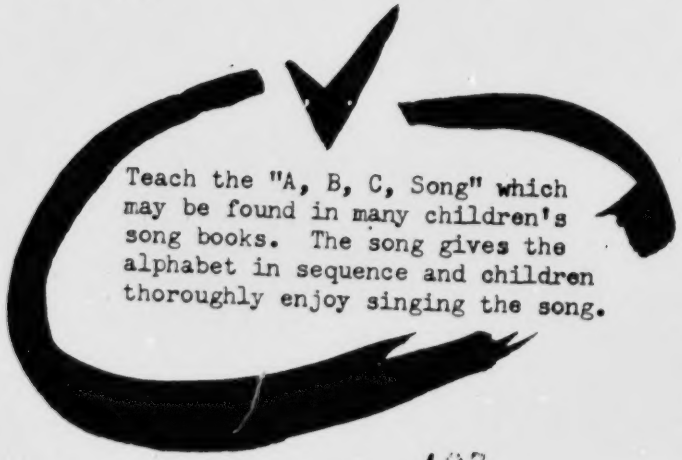
Learn rules of CAPITALIZATION and PUNCTUATION

name
first word of a sentence
pronoun I

alphabet

correct heading

Learn SPELLING of frequently used words



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Provide each child with a name card approximately 3"x10". Underline the name in red so that the child is able to identify the bottom and becomes conscious of position of letters.

Stress capitalizing the first word of a sentence. Write several practice sentences on the chalkboard. Capitalize the first one correctly. Have children volunteer to capitalize the other sentences correctly.

Introduce, informally, the names of letters of the alphabet. They should be taught in random order, when the need arises, without reference to the sequential order.

Gradually, through the year, teach the correct form for paper headings. Begin with first name; add last initial or name; and finally, include the room number and grade. Complete heading should be written by the children before the end of first grade.

Teach all spelling words informally in first grade.

Develop, with children, a basic list of spelling words:
- Note the words that are used most frequently in written work.
- Write these words on the chalkboard.
- Have children develop their own picture dictionaries.

Be on the alert for activities which will help foster the desire of children to use correct spelling as a means of communication. At this age children imitate parents, sisters, brothers, and teachers. This desire to emulate manifests in many different directions. Children wish to write their names, send letters or cards, and receive mail like their parents.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Capitalize the first letter of a name. Refer to the name card when the need arises.

Make a space the width of a finger between first name and the initial of the last name.

Learn to sing the alphabet song. Sing the song with classmates, to parents, and to friends.

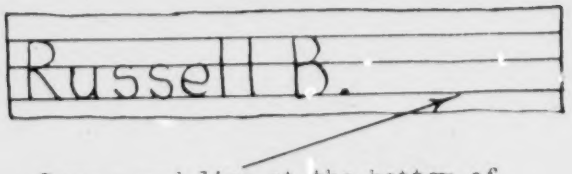
Learn to identify the first letter in one's name. Find out how many children in the class begin their names with the same letter.

Use this heading on all papers which are to be returned to the teacher.

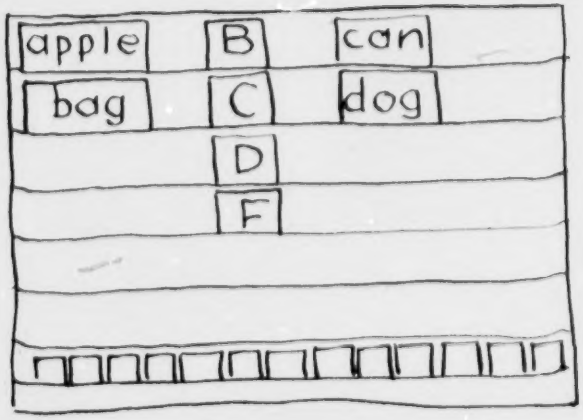
Ask the teacher to write the words one wishes to spell. Keep an individual card file and personal desk chart.

Try to spell and write words. Make an illustrated dictionary of spelling words. Add new words to the list.

INSTRUCTIONAL AIDS



Draw a red line at the bottom of the name card to help the child place it in the correct position on his desk.



Pocket chart, letter cards, and flash cards are used for practicing alphabetical arrangement. The child should locate the word which comes before and after the letter; i.e., if letter is B, apple comes before, and can is placed after.

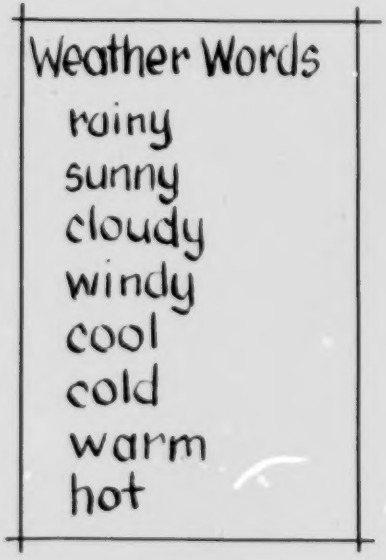
OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION	The teacher should--
Learn SPELLING of frequently used words	Continue building readiness for spelling by planning a program which will develop keen audio-visual discrimination and proper speech habits. (See sections on phonics and speaking. Correlate the spelling with these programs.) Correct "baby talk"; it may interfere with ability to learn to spell. (See sections on speech, configuration, and phonics.) Urge children to pronounce words correctly. Stress the importance of listening to hear what is said and how words are spoken: Listen to parents. Listen to the teacher. Listen to the radio and television. Listen to signals (school, emergency). Provide visual symbols children can learn to interpret: name tags on clothing picture stickers on lockers or coat hooks names or symbols on shelves where materials are kept.
Acquire readiness for handwriting	Make use of the fact that children are usually eager to begin learning to write at this stage of development. They are anxious to be able to communicate as their mothers, fathers, brothers, and sisters do. Therefore, motivation is seldom a problem. It is advisable to give instruction to those children who are ready, before incorrect habits are formed; however, some pupils may profit by a two- to four-week delay of formal instruction in handwriting. Use lines and the neatest manuscript writing when placing any assignment or written expression on the chalkboard.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Make a list of words which one will need to write stories about specific units. A booklet may be made:

page one	a picture pertaining to the unit
page two	"Words We Will Need"
page three and succeeding pages	a collection of stories written for the unit



Post new words on a chart or the chalkboard

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Campanale, Eugene A. "Survey of Methods in the Teaching of Spelling," Elementary English, Vol. XXXIX (May, 1962), pp. 446-455.

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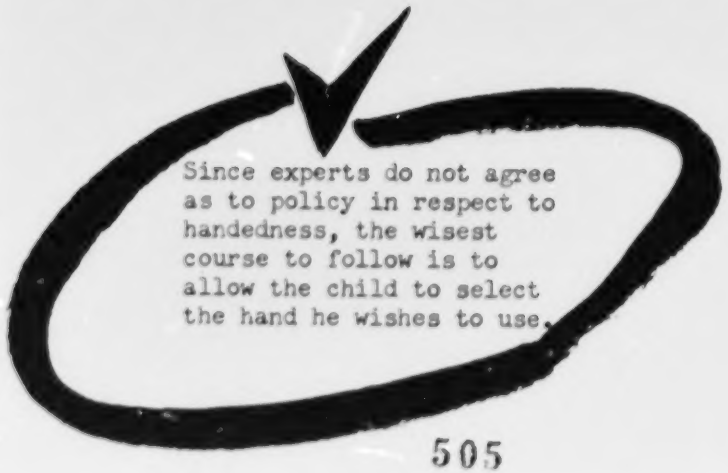
Malone, John R. "The Larger Aspects of Spelling Reform," Elementary English, Vol. XXXIX (May, 1962), pp. 435-445.

Plessas, Gus P., and Petty, Walter T. "The Spelling Plight of the Poor Reader," Elementary English, Vol. XXXIX (May, 1962), pp. 463-465.

OBJECTIVES

DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION

Learn to use MANUSCRIPT WRITING



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Use the handwriting system selected by the local school from the Chicago public schools' multiple list.

Provide a sample or model for the child to use as a guide. This should include:
examples of legibly- and neatly-written material
correct formation of letters
proper spacing of letters, words, and sentences.

Introduce formal handwriting instruction through the use of numeral symbols (1-10). Words used in practice should be those words most often used orally and in reading.

Prepare a name card on 2"x10" cards for each student to use as a guide and to keep at his desk.

Set aside regular periods for handwriting exercises daily. Also, utilize opportunities to present writing through meaningful exercises which occur during the day:
Send a note to the librarian for a needed book.
Send a note to parents providing essential information.

Present and demonstrate correct writing of symbols. It is suggested that the teacher will find some of the following procedures helpful:
Write models of letters on the chalkboard, forming them correctly, and making sure the view of the demonstration is not obstructed.
Have children face their desks squarely with their feet flat on the floor, and have them sit properly on their chairs.
Place the lower edge of the paper parallel to the edge of desks.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Make use of the wide variety of exercise sheets made available by the teacher for the purpose of practicing manuscript writing. Use forms for practice:
when seatwork is finished
before class begins
during any other free time.

Practice manuscript writing at the places prepared at the chalkboard. During the reading period, one class may work at their desks on independent learning activities; one class may work with the teacher on reading; and the third class may practice writing at the chalkboard. (Children may use a small container of water; dip two fingers in water and write.)

Try to write first and last name to look just like those printed by the teacher. (The teacher will give help.)

Make books and paste best written papers in them to bring home to their parents at the end of the year.

Take part in a "Best Papers" contest. Put the best written paper of the week on the bulletin board. (A committee may select the best and the winner may receive a red ribbon.)

Practice making:
straight lines, circles, and parts of circles
capital letters touching the top line
tall letters touching top line, except t.

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

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Schoephoerster, Hugh. "Research into Variations of the Test-Study Plan of Teaching Spelling," Elementary English, Vol. XXXIX (May, 1962), pp. 460-462.

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Toohy, Elizabeth. "Learning to Spell Is Learning to See," Elementary English, Vol. XXXIX (May, 1962), pp. 474-475.

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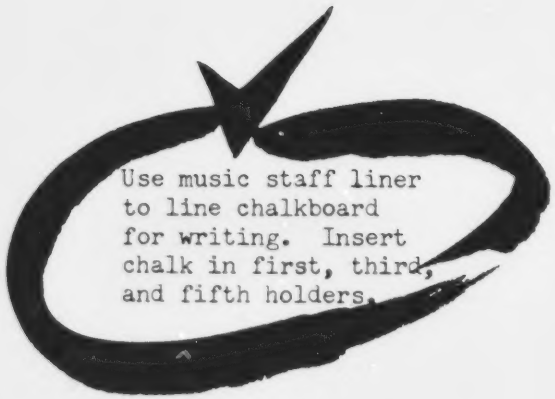
SEE the Approved Text Book List for Language Arts Subjects, 1962-1965.

OBJECTIVES

DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION

Learn to use MANUSCRIPT WRITING



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Evaluate with each child his writing at the chalkboard. Include his:

spacing of letters	size of letters
spacing of words	neatness of letters

Dictate only a few simple words in first grade. Such writing is a difficult task for children. It is suggested that the extent of this activity, in general, should be limited.

Continue activities of the kindergarten readiness program in order to further develop motor control—

Practice with manipulative materials:

pegboards	puzzles
abacuses	scissors

Practice with art media of various kinds:

crayons
paints.

Give attention to proper spacing betwen letters, words, and sentences—

Spaces between words should be about the width of a child's finger. At the chalkboard, the hand can be used as a measure of distance between words.

Spaces between letters in a word should be about equal in length.

Height of letters follow this pattern:

capital letters use full space
lower case t uses approximately 3/4 of the space
lower case l and h and all the other tall letters use the full space
all small letters, as a, c, and m, use 1/2 of the space
letters extending below the line use 1/2 of the space.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Help a classmate who has difficulty forming letters to learn to print them by guiding his hand at the chalkboard as he tries to print.

Learn to copy work from the chalkboard. (It will be difficult at first, and one must check to know if the work has been copied correctly.)

Check own work to see if it is their best:
- letters formed properly
- letters standing on the line
- capital letters touching the top line
- spaces the size of the width of his finger between words
- periods at the end of sentences.

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

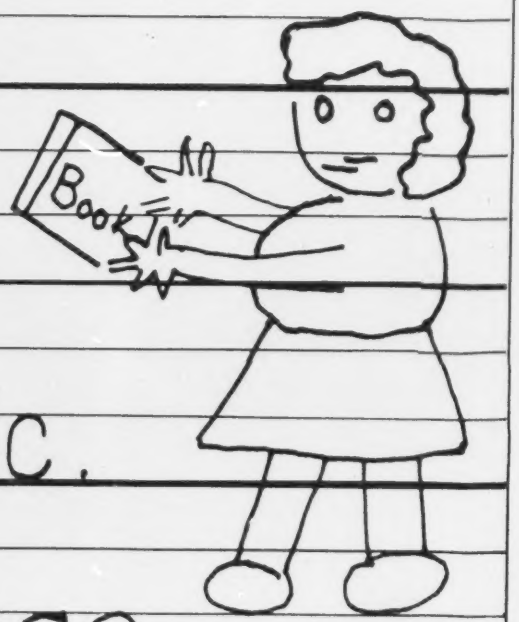
Dawson, Mildred A. Teaching Language in the Grades, pp. 198-233.

Freeman, Frank N. "What Research Says to the Teacher," Teaching Handwriting, National Education Association.

National Elementary Principal, Vol. XXXVIII (Feb., 1959). (Complete issue devoted to the various phases of handwriting; the primary program, left-handedness.)

SEE the Approved Text Book List for Language Arts Subjects, 1962-1965.

Mary Kelly 101-Grade 1
Hubbard School
See our book.
It is for arithmetic.
Our book is orange.

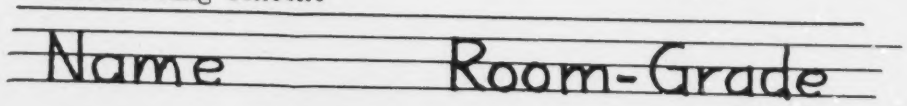


CRITERIA FOR EVALUATING COMPOSITIONS—GRADE ONE

Formal individual compositions should usually not be required of children until the latter part of first grade.

Most compositions should be class projects, pupils suggesting ideas and making sentences which the teacher writes on the chalkboard or the experience chart. When the composition is completed, pupils may copy.

No proofreading symbols should be used on first-grade compositions. Teachers should correct and explain all errors or omissions on a pupil's papers in his presence.

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
CONTENT	Two or more related sentences Varied beginnings Interesting content	Two complete sentences Varied beginnings	One complete sentence
HEADING			Errors or omissions in heading to be expected
SPELLING	Accuracy in spelling	Correct spelling of commonly used words	Not all commonly used words spelled correctly
HANDWRITING	Uniform in size Good spacing of letters and words	Fairly uniform in size Good spacing of letters and words	Irregular in size Poor spacing
SKILLS	Proficiency in use of all skills for the grade and some skills for second grade	Proficiency in use of skills listed for the grade	Limited proficiency in use of skills listed for the grade

GRADE TWO

OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING

Build readiness through oral practice

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Provide a classroom atmosphere conducive to free, easy conversation. Encourage each child to participate in discussion.

Encourage freedom of expression and the telling of true and enjoyable experiences to classmates.

Provide experiences that create a friendly atmosphere and a co-operative spirit among the children and that may be used to stimulate the expression of ideas:

participating in holiday celebrations
celebrating birthdays
participating in an assembly program.

Utilize every opportunity to have children observe common courtesies. Set a good example for the children.

Read and tell a variety of stories to enrich background of students who will engage in written expression.

Read the best of literature in order to improve the children's taste in the selection of stories. (See Literature section of this Guide for suggestions.)

Show films related to units of instruction to serve as motivation for discussion and stimulate ideas for topics about which to write. Encourage the children to express themselves freely.

Encourage observation of natural phenomena and encourage expression of reactions:

Watch a moth emerging from a cocoon.
Look at the Big Dipper at night.
Observe sugar "disappearing" in hot water.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Tell the class about activities in which they engage at home. Perhaps, tell about the time Dad brought home a Hallowe'en pumpkin and how it was cut:

- How was the pumpkin obtained?
- How big was it?
- What instrument was used to cut out the face?
- Who decided the facial expression to be cut?
- Who did the work?
- What was done with the pumpkin after it was cut?

Describe a holiday that was enjoyed:

- How was it celebrated?
- What food was eaten?
- Would one wish to celebrate this holiday every day?
- What is liked best about this holiday? Why?

Obtain a card from the library and take books home to read. Find a story that is very amusing and retell it to the class. Now try to write best liked parts of the story.

Relate experiences when observing stars. Was the Big Dipper easy to locate? If not, tell why. On the other hand, if it was found, tell how and describe what it looked like. Make a star chart to accompany the story.

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Applegate, Mauree. Easy in English.

_____. Helping Children Write.

Burrows, Alvina Treut, et al. They All Want to Write.

Dawson, Mildred A. Teaching Language in the Grades, chaps. xi, xiii, xiv.

Gray, William S. Teaching of Reading and Writing.

Greene, Harry A., and Petty, Walter T. Developing Language Skills in Elementary School, pp. 211-218.

Russell, David H. Children Learn to Read.

Shane, Harold G., et al. Beginning Language Arts Instruction with Children.

Strickland, Ruth G. Language Arts in the Elementary School, pp. 283-308.

Tidyman, Willard F., and Butterfield, Marguerite. Teaching the Language Arts.

OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING

Build readiness through oral practice

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Arouse interest in creative and imaginative expression through art, using many media:

crayolas
clay
paints
chalks
finger paints

(See the Curriculum Guide for Art, K-3 for suggestions.)

Provide first-hand experiences to stimulate ideas through excursions about the community:

the post office
the grocery store
the museums
a shoe repair shop
a bakery where the baking is done in the store

(Be sure the principal is consulted before mentioning tours to children in order to obtain advice as to procedures to be followed and approval of the trip.)

Spark the child's imagination by using techniques that arouse curiosity. Prepare a mystery box by placing inside some object that will lead into the next unit of study or an exciting storybook to be read to the class. Have children take turns guessing the contents of the box.

Provide interest centers in the room to attract the attention of the children:

a library corner with a collection of suitable books and a stimulating display advertising the stories
a science display exhibiting experiments pertaining to a unit of study
an art exhibit which shows the progression in the preparation of a torn paper picture.

Make the room homey in appearance. Room arrangements which are comfortable to the eye will help create an atmosphere conducive to freedom of expression and inspire a feeling of confidence in the teacher.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Bring a few small twigs of trees to school. Put them into water and let them stand a few days. When something happens, write a story and tell about it. (Note: Forsythia and pussy willows in the Spring are especially good.)

Look at a picture painted by a great artist. Try to tell what the picture is about:

Why did the author paint the picture?
What colors were used? Why do you think the artist chose the colors that he used?
Would you have used the same colors? Why or why not?
Where do you think the picture should be hung so that it will look nice?

Ask parents to take excursions on Sunday to various places of interest throughout the city. Tell the class the stories of the exciting adventures experienced on these trips. Encourage other children to promote these activities.

Observe the materials in the classroom. Ask about anything new or unusual. Add to the display by bringing materials from home, if possible.

Bring materials of interest to contribute to bulletin-board displays:

pictures from magazines which relate to a unit
specimens of leaves and twigs collected
items collected for a hobby.

INSTRUCTIONAL AIDS

AUDIO-VISUAL AIDS

(Film)

For ordering procedures, refer to Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, page 5.

A Letter to Grandmother. Coronet Films, 1942.

(Filmstrip)

For ordering procedures, refer to Approved List of Filmstrips for Elementary and High Schools, Board of Education, City of Chicago.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING	The teacher should--
Build readiness through oral practice	Use the bulletin board as motivation for writing. Arrange bulletin boards that are bright, colorful, and interesting. Materials that are related to a unit of study and displayed provocatively arouse interest and stimulate discussion. All materials should be carefully mounted and placed. Bulletin boards should be as thoughtfully planned and as artistically composed as a painting or a lesson. Bulletin boards should teach. Clever bulletin boards stimulate oral expression, and oral expression should precede written expression.
Dictate INFORMATION	Act as secretary in some situations and print ideas expressed by children on the chalkboard. As children become more proficient, appoint pupils to do printing with teacher aid, if and when needed. Use the experience chart method when subject area material is too difficult for children to read independently. Experiment, demonstrate, and discuss the topic with the children. Then, have them dictate the information they have gleaned from the project to a capable student or the teacher, who will in turn write the information on the chalkboard. Later, the material can be transferred to charts and bound into a booklet. (See explanation of experience chart the APPENDIX of this Guide.)

PRACTICES AND EVALUATION FOR PUPILS

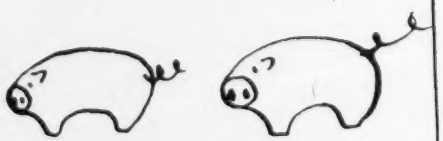
INSTRUCTIONAL AIDS

Pupils may--

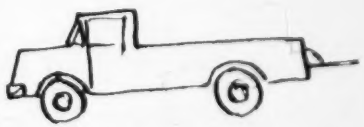
Watch the bulletin boards. Perhaps something will be displayed which will bring to mind a collection or an activity in which one engages at home. Tell the class, write a composition, or relate this activity to the teacher.

Help prepare a series of charts on information gathered about the farmer. (After the charts have been prepared and illustrated, the stories may be typed by the teacher on the manuscript typewriter. The pages may then be bound into a booklet for children to take home and read to parents.)

This is corn growing.
The farmer plants the seed.
The farmer cultivates the soil.
The sun shines.
The corn grows.



These are pigs.
The farmer feeds the pigs.
The pigs say, "Oink, Oink."
The pigs grow big.



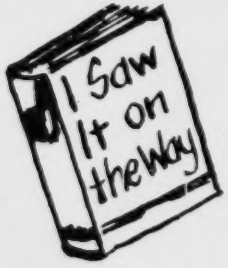
This is the farmer's truck.
The truck hauls food.
The farmer sells food.
The farmer drives home.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING	The teacher should--
Record INFORMATION	Set high standards of penmanship and expect records to be kept neatly. Provide opportunities for children to keep records in a variety of ways-- keeping a record of room "helpers" recording value of coins: penny, nickel, dime, quarter, dollar identifying days of the week, names of the months, number of months in the year listing ways of using different types of common substances: wood, plastic, glass, rubber diagraming and recording information on groups of stars which form constellations listing differences and similarities between ways of living on the farm and in the city keeping a record of author, title, and number of library books read by pupils.
Perceive main ideas and sequence in stories, problems, and written directions	Guide children to relate ideas in an orderly sequence and to keep to the point of the story. Assign a simple topic of very limited scope to help train children to stay within the subject.
	Direct children to develop steps in a story sequentially when relating a classroom activity: a science experiment an excursion making a diorama manipulating a puppet making papier-maché animals
	Encourage children to improve comprehension by giving directions clearly to their classmates. Instructions may pertain to: How a mural is constructed. How a puppet is constructed. How butter is made.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Keep a record of things in nature observed on the way to school. Be sure the date is included in each entry. It will be interesting to look back and see the changes in nature one observes as the weather becomes cold or warm. This may be done as a class project and may be illustrated.



Make a chart showing the sequence in the development of the butterfly. Learn to write the new words that pertain to this unit:

butterfly
caterpillar
cocoon.

Observe the two pictures the teacher has placed on the chalkboard. Tell what each picture makes one think about. Perhaps one will stimulate an idea for a story.

INSTRUCTIONAL AIDS

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING	The teacher should—
Learn to use various methods of keeping RECORDS	Plant bean seeds and assist each child in keeping a record of what happens. Encourage children to label, identify, or make legends on such subjects as: plant collections picture collections of domestic animals constellations kinds of homes dairy products.
Become aware of and use simplified forms for FRIENDLY and SOCIAL LETTERS	Develop an increasing awareness of social situations that require writing. Children should be able to write letters of four or more sentences independently. Stress quality. Give help individually. Consider: invitations to social functions sympathy on illness of a friend expression of appreciation for a kindness. Determine the amount of writing required in relation to the emotional stability and the mental and physical maturity of the children. Remember that children will not be able to spell all words. Make it easy for them to ask the spelling of new words. This will help to keep creativity alive. When a new word is spelled for a child, the word should be added to the child's "personal dictionary." Encourage children to put their ideas on paper; later correct mechanical errors with individual children. As experiences increase children will profit by the corrections which were made on their previous writings.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Use the simple letter form that is suggested and write a letter to a classmate.

Write a letter to the librarian, requesting books related to the unit of study in the classroom.

Discuss the reasons for writing thank-you letters to friends, relatives, and associates.

Make a letter-writing scrapbook and include samples of letters that they might write on various occasions:

- invitations to parties
- acceptance of an invitation
- expression of sympathy
- receiving a gift
- appreciation of a kindness.

December 22, 1962

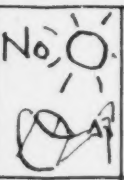
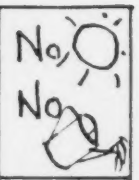
Dear Paula,

It was nice to see you. Please come to visit me again.

Your friend,

Michael

INSTRUCTIONAL AIDS

We Planted Grass Seed			
1st Week	Nothing Happened	Nothing Happened	Nothing Happened
2nd Week	Grass peeked out	Nothing Happened	Nothing Happened
3rd Week	Grass 2 inches high	Grass peeked out	Nothing Happened

Keeping a record of a science experiment

April 18, 1963

Dear Mother and Father,

You are invited to attend our assembly program. It will take place on Friday at 2:30 p.m.

Respectfully,

Clare

OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING

Become aware of purpose of BUSINESS LETTER

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Praise the children for their efforts to produce an original letter. The following techniques may be used:

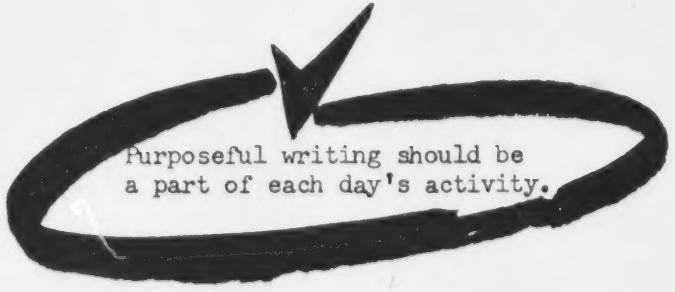
Invite children to read their work to their classmates.
Let children show their papers to their classmates.
Point out a part of a child's work that seems to express excellent thinking or is clearly or beautifully expressed.

Correct written work with children individually. Checking first drafts of papers with each child provides an opportunity to teach mechanics informally.

Require that words taught in spelling lessons be correctly used and spelled in practical writing, without aid from the teacher. Write difficult words on the chalkboard.

DEVELOP CAPACITY FOR SELF-EXPRESSION IN CREATIVE WRITING

Compose simple STORIES and POEMS based upon experiences and imagination



Encourage children to put their ideas on paper. Help them realize that they have something interesting to tell.

Precede written expression with oral discussion to aid children in deciding upon a topic.
Stimulate and provide opportunities for these discussions through use of:

films	radio
filmstrips	special speakers

Write difficult words on the chalkboard. It will help to eliminate mechanical problems that may hamper children's creativity. After stories are written, help children put their materials in good shape individually. Each new story will tend to be better because of the corrections made on the last one.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Write a note to the school librarian requesting material to be used with a unit of study, as--

- animals: domestic and wild
- earth, sun, and moon
- how the farmer helps us
- getting our clothing
- building our homes
- special holidays

Keep their own "spelling books." When they are writing compositions, each writes the words the teacher helps him spell in his own spelling notebook or "personal dictionary."

Dictate their stories to the teacher. (Teacher uses correct spelling and punctuation as she prints the story.)

Keep a list of words used too often. Make a list of other words that mean the same and may be used instead.

Keep a record of the words with which they have needed teacher help; list them in a "word file." Keep them in a notebook or on 3"x5" cards. The cards, if kept in alphabetical order, will simplify location and lay the basis for using the dictionary.

Make a four seasons notebook. Illustrate the seasons first; then, write a story about each, telling:

- what the weather is like
- what one wears
- what things grow
- names of the season's special holidays.

INSTRUCTIONAL AIDS

MISCELLANEOUS

(Examples of Original Poems and Stories Written by Primary Children)

Poor Fish

Timmy was a good little catfish. Tit, Tat, and Toe were bad. Timmy was supposed to keep the aquarium clean. But what happened? Tit, Tat, and Toe had him for a picnic lunch Saturday.

Grade 2

A Screwdriver

A screwdriver can do work for you. A screwdriver can put in nails for you, too. A screwdriver can make a toy. A screwdriver can do a lot of things for you.

Grade 2

Poem[1]

Some fish were small
Some fish were tall
Some fish weren't swimming at all.

Grade 2

[1]This poem was written upon returning from a trip to the Shedd Aquarium.

OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN CREATIVE WRITING

Compose simple STORIES and POEMS based upon experiences and imagination

newspaper

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Help children to clarify their thinking through discussion:
- Can it be said in a better way?
- What comes first?
- What happens next?
- What happens last?

Give children practice in writing something every day.

Help children to be selective in the use of words and phrases:
- When reading a story to the children, occasionally stop to talk about and enjoy the colorful phrases.
- Use the new phrases or expressions later when talking to the children.
- Keep a class notebook of good words and phrases to use when writing.

Ask each child to keep a picture dictionary of difficult words he needs to spell when writing.

Have children evaluate their own work by checking for certain elements before giving their papers to the teacher. (See suggested check list on building skill in the use of mechanics, or make a check sheet or chart which will help children evaluate papers for mechanical errors: proper heading, capitalization, punctuation.) Sometimes, not always, have first drafts copied to correct mechanics, spelling, and handwriting.

Informally, call to the attention of students the style in which stories in readers and library books begin.

Initiate a room newspaper. It may take one of many forms:
- a section on the chalkboard
- a bulletin board
- a mimeographed sheet issued several times during the year.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Pretend to be something and write a story concerning it:
- If I Were a Chair
- If I Were Grass
- If I Were a Picture.

Write about an activity they enjoy at home:
- how they take care of their pet
- ways in which they help Mother
- plans that are being made for a trip.

Make a list of three or four questions to ask when interviewing a person for a feature story for the school or room newspaper.

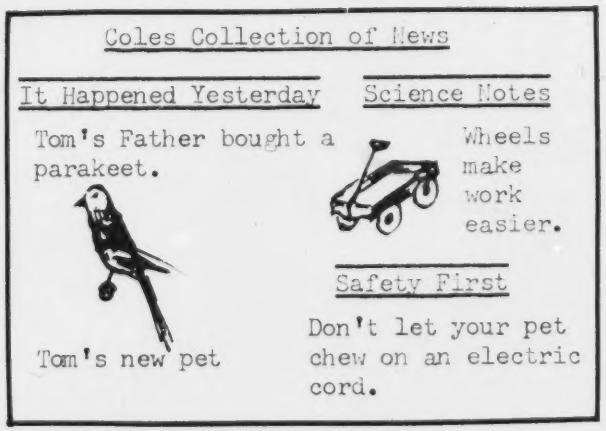
Illustrate articles to provide emphasis on a newspaper article. Decide which articles should be emphasized with illustrations. Discuss the criteria to be used in selecting the articles.

Help set up dummy for duplicating the paper. (The teacher will assist in the printing and the lay-out of articles.)

INSTRUCTIONAL AIDS

Tired Words	New Words
1. good	1. polite
2. interesting	2.
3.	3.
4.	4.
5.	5.

Have children keep a list of words to help increase their vocabulary. It may be kept individually by children, in notebooks, on wall charts, or on the chalkboard.



OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN CREATIVE WRITING

Compose simple STORIES and POEMS based upon experiences and imagination

newspaper

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Encourage observation and interest in news by having children contribute news about things that happen at home. Each child is a "reporter."

Accept all items that are brought or suggested for use in the newspaper. Set aside a time during the day to have children select the items which will be used for the paper.

Keep the form of the newspaper simple, using as much written expression as children are able to contribute at this age. Use illustrations to help tell the story. It is well not to have too many items.

Find a special job for everyone on the newspaper:

reporter	newsboy
writer	illustrator

Develop sensitivity to rhythm, rhyme, and word pictures:
"Peter, Peter Pumpkin Eater" - Mother Goose rhyme
"One Misty Moisty Morning" - Mother Goose rhyme.

Jot down some of the children's remarks. Later, read them back and have children try to match with a rhyming statement.

Stimulate writing of group poems with teacher acting as secretary and writing suggestions on the chalkboard.

Duplicate class poems to be taken home for parents to enjoy, or make an illustrated anthology of the poems written during the semester to bring to Mother on Mother's Day.

Have children make up nonsense riddles after some have been read from Mother Goose.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Print with rubber stamp or manuscript print:
letters captions
headings titles for bulletin-board newspaper

Give a speech for sales promotion of room newspaper to classmates.

Talk about and investigate:
people who work for a newspaper
duties of a newsboy
reasons for newspapers.

Take turns being the official room reporter. "Dig out" the news by talking to children in the room and on the playground. Write about the news discovered; ask the teacher for help if it is needed.

Recite poems learned in school by parents. Learn a favorite poem of Mother and Father. Teach the class the poem learned from parents.

Try to develop a reservoir of rhyming words by playing this game. One child says a word, like bee. A second child may give a rhyming word, like see:
can, ran shell, bell
dog, log bat, cat

Compose original poems for publication:
in the class newspaper
in the school newspaper.

Look at the underlined word. Then look at the other words in the same row. Put a circle around other words in the same row which rhyme with the underlined word:
thing, seen, ring, sing, hug
mat, sat, grab, bit, cat
name, come, game, some, same.

INSTRUCTIONAL AIDS

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION	The teacher should--
Learn to recognize complete SENTENCE	Encourage children to use complete sentences in speaking and writing. If children speak using complete sentences, they will be more likely to write complete sentences. Urge children at this level to expand the number of sentences in compositions to four or more.
Recognize declarative and interrogative SENTENCES	Call attention to and plan exercises which will help children understand the two kinds of sentences: those that tell something (declarative) those that ask something (interrogative).
Become aware of essential parts of simple SENTENCE	Explain that a sentence must say something by itself, that there is a <u>what</u> or <u>who</u> part and a <u>where</u> or <u>what happened</u> part: <u>what</u> / <u>where</u> The blue ball / is on the shelf. The bicycle / is in the garage. <u>what or who</u> / <u>what happened</u> The blue ball / bounced high. The girl / fell down the stairs.
Combine several sentences in PARAGRAPH	Teach children that a paragraph is several sentences on one topic, arranged in sequential order. Give children many examples of paragraphs to become familiar with the arrangement of thoughts. Teach indentation of the first line of each paragraph.
Use basic VOCABULARY in writing	Expect children to use only the most simple words for written expression. Do not expect children to use colorful or dramatic expressions in this early period of writing.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Put the two parts of the sentence together to make a whole sentence:

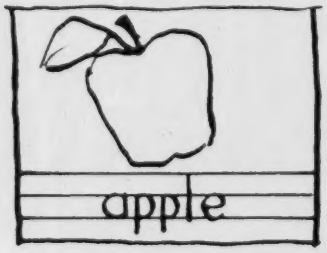
The boy	scratched at the door.
The tiger	play the game?
See the boy	ran away.
How do you	had many stripes.
The big, red cat	in the house.

Play the sentence game:
A scoreboard is set up on the chalkboard. One child writes and keeps records of the number of sentences which tell something (declarative sentences). Another child records the number of sentences that ask a question (interrogative sentences).

Find the sentence which does not belong:
The girl was coming.
She was coming to play.
The other children were waiting.
The rose was red.

Select one topic to write about. It may be about a pet or a game. Write four or five sentences which are only about the topic.

Contribute to a bulletin-board dictionary. Write one word on a small strip of manuscript paper. Paste the strip on the bottom of a picture illustrating the word.



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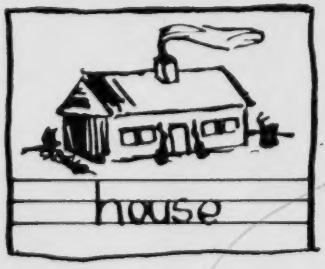
INSTRUCTIONAL AIDS

Sentences

Tell Something	Ask Something
1. The birds sing.	1. Can you see the bird?
2. The white clouds are beautiful.	2. Do you know the boy's name?



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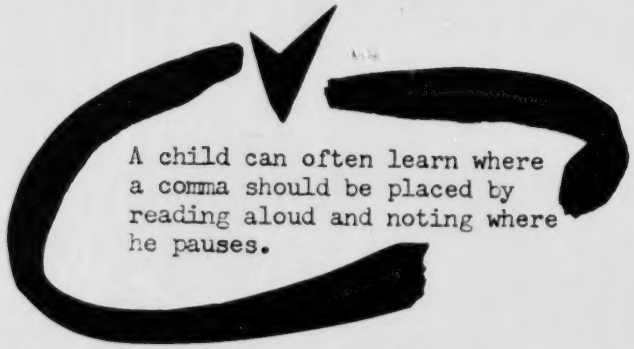
OBJECTIVES

DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION

Acquire habits of CORRECT USAGE appropriate to grade level



Learn rules of CAPITALIZATION and PUNCTUATION

proper nouns
titles
first word of each line of a poem
names of days and months

comma
after salutations
after closing of letter
in dates
in addresses

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Help children correct usage errors when speaking. Use good form in order to set an example for children.

Give instruction in the correct forms of:

bring	ride	know
go	is	see
run	buy	come

Help children learn rules inductively. Help children realize that they must signal the beginnings of sentences with capitals and the endings with periods or whatever is appropriate. Help them to know that by reading a sentence aloud—from stress, intonation, and pauses—they can learn when to use capitals and commas, and not only when to use end of sentence punctuation but also what kind to use.

Encourage correct capitalization; realize that it will not be necessary to teach all rules formally. They will be taught informally during spelling, composition, and all written work. Urge, however, the use of learned skills in <u>all</u> situations.

Extend the use of capitalization to include:

proper nouns	first word of each line of a poem
titles	
first word of a sentence	names of days and months

Teach punctuation in an informal manner. Set up conditions that will call for the use of punctuation. Call attention to the use of punctuation in printed materials.

Extend the use of commas to include:

after salutations	after closing of letter
in addresses	in dates

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Play the game of "buy or bought." The teacher holds up a picture card. He says, "Tom, what did you buy?" The child will answer, "I bought an --." Later, classmates will hold articles or cards up and say, "Mary, what did you buy?"

Keep in a spelling notebook, a chart which will act as a reminder of common words to be capitalized:
days of the week
months of the year
names of people about the school.

Select an article from a newspaper and circle every word which is capitalized. Try to tell why the words begin with capitals.

Bring in an article from a children's magazine. Tell about the punctuation in the article. Tell why it was used.

Make a book in which to keep the rules of punctuation for reference or keep them in a spelling notebook.

INSTRUCTIONAL AIDS

Check Your Paper	✓	
	Yes	No
1. At the top of your paper do you have Name Room-Grade School		
2. Do you begin every sentence with a big letter? (a capital)		
3. Did you put a (.) at the end of telling sentence?		
4. Did you put a (?) at the end of asking sentences?		
5. Did you make I a capital?		

OBJECTIVES

DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION

Learn rules of CAPITALIZATION and PUNCTUATION

apostrophe
in contractions
with possessives
period
after abbreviations
end of declarative sentences

correct heading

Learn SPELLING of words to meet needs of basic vocabulary, curriculum areas, and personal use

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Teach use of the apostrophe in contractions and possessives, such as:

can't for cannot	Jane's doll
don't for do not	the cat's milk

Be sure children use a question mark after interrogative sentences.

Have children check and evaluate their own work before they submit it.

Help children maintain skill of using correct paper heading and have them add the school name on the line immediately under their names.

Determine readiness of pupils for spelling:
visualize configuration of symbols as a unit of one
enjoy learning to spell without a feeling of great frustration.

Help pupils learn to spell words they use in the content areas:

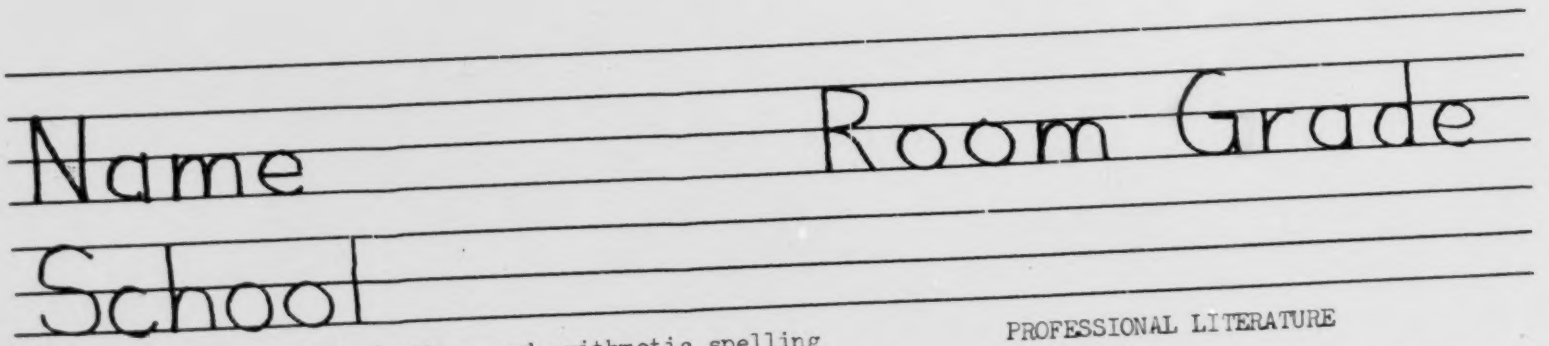
arithmetic	social studies	science
months of the year (May, June, July)	homes, houses	matter, water
seasons	brick, wood	gas, air
number words (one to ten)	steel, glass, stone	space, box
names of coins	hat, coat	hot, cold
units of measure (foot, yard; cup, pint)	shoes, shirt	animal, fish
day, week, year	dress, tie	bird, nest
	cotton, wool	plant, grow
	park, zoo	

(The above are suggested words. They are neither a minimum nor a maximum list.)

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Proofread written work to make sure that there are no errors. Use the chart that the teacher has displayed to check work.



Develop science, social studies, and arithmetic spelling vocabularies by keeping a notebook of the reading vocabulary in these subjects.

Practice spelling the words orally to the teacher or a pupil partner. When a child has spelled the word correctly, a red line may be drawn under the word. Be sure to use these new words when writing.

Look up difficult words in the picture dictionary to obtain correct spelling of the words.

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Dawson, Mildred A. Teaching Language in the Grades, pp. 235-240.

Greene, Harry A., and Petty, Walter T. Developing Language Skills in Elementary School, pp. 259-266.

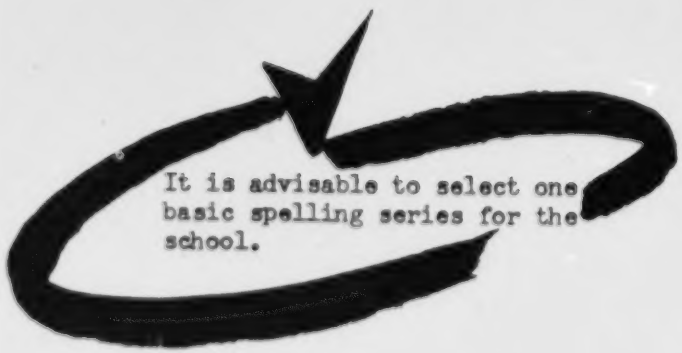
Shane, Harold G., et al. Beginning Language Arts Instruction with Children, chap. vi.

OBJECTIVES

DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION

Learn SPELLING of words to meet needs of basic vocabulary, curriculum areas, and personal use

Follow teacher-directed procedure for learning the SPELLING of familiar and unfamiliar words



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Help children with the spelling of words that are used in creative writing. In units of study, write vocabulary on the chalkboard before the lesson begins.

Display an alphabet chart in a prominent place in the room.

Stress the importance of good writing. Poorly written letters and irregular spacing make words appear misspelled.

Introduce formal spelling lessons to children at this grade. The basic list of words will depend on the selection made at each school from those listed on the Chicago Public Schools Approved Textbook Lists.

Follow the spelling series in use in the local school to provide a sequential spelling program. Only one series should be used in a school.

Set aside a period for spelling each day and use the teaching suggestions that accompany each book.

Evaluate pupil's ability to spell correctly:
- in daily written work
- in tests given weekly.

Follow this procedure in giving a spelling test:
- Pronounce the word.
- Use it in a sentence.
- Repeat the word.
- Evaluate tests with pupils.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Learn to spell words used most frequently in units of study.

Ask the teacher to write difficult words needed in creative and practical writing on the chalkboard.

Use correct study procedures to learn to spell words. This is one method that may be used:

- Look at the word and pronounce it correctly after the teacher.
- Look away from the word, recall the picture of the word, and spell it softly aloud.
- Look back to see if the word was spelled correctly.
- Look away and write the word from memory.
- Look back to check the spelling of the word.
- Rewrite the word a few times if it was spelled correctly the first time.
- If the word is misspelled, repeat the first five steps.

Study spelling with a partner with permission of the teacher.

Refer to the "hard word chart" in independent study and review.

Evaluate spelling tests with the teacher and determine:

- what words to review
- what parts of words are correct
- what parts of words are incorrect.

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Sharpe, Maida Wood. "A Comparison of Three Approaches of Teaching Spelling," Elementary English (May, 1960), pp. 315-320.

Strickland, Ruth G. The Language Arts in the Elementary School, chap. xv.

Tidyman, Willard F., and Butterfield, Marguerite. Teaching the Language Arts, chap. xiv.

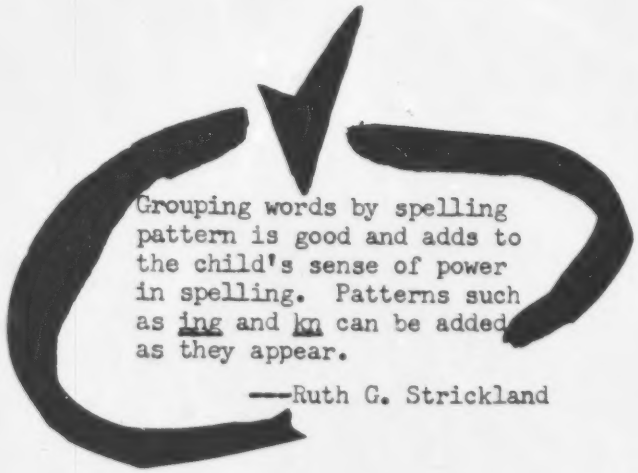
Wolfe, Josephine B. "Step by Step Spelling," Elementary English (May, 1960), pp. 555-558.

SEE the Approved Text Book List for Language Arts Subjects, 1962-1965.

OBJECTIVES

DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION

Follow teacher directed procedure in learning the SPELLING of familiar and unfamiliar words



Maintain skill in MANUSCRIPT WRITING

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Analyze the kinds of mistakes children make and give added help in relation to them during the spelling period:
- do not hear beginning sounds correctly
- are not able to make fine differentiation between sounds - play, plays
- do not understand meaning
- do not know letters of the alphabet.

Point out to children those parts of words which are correctly spelled and those that must be corrected.

Provide opportunity for pupils to apply the phonics that they are learning to help them develop ability to spell.

Build a series of words to be spelled correctly by changing the initial letter:

dog, hog, log	near, fear, hear
band, sand, land	sit, hit, fit
cat, hat, sat	

(The above list is suggestive only. It is neither a minimum nor a maximum list.)

Encourage children in second grade to take pride in their written work. Children should make a concentrated effort to carry over good practices of handwriting into all written daily work as well as during formal writing lessons.

Provide meaningful practice that is planned to refine the handwriting skills of students. Urge careful work on all written assignments watching closely for improvement in making:
- lines straight and circles round
- proper spacing between letters, words, and sentences.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Keep a card file or a notebook of new and difficult spelling words.

Illustrations may accompany some words. One may wish to divide the file or notebook into three sections:
- new words used in storywriting
- new words used for spelling test
- new words used in science, social studies, and arithmetic.

Work independently to build word lists by changing the initial consonant of a word. Check a word by using it in a sentence:
- dog, hog, log
- peach, beach, teach
- sit, hit, bit.

Learn to note the difference in spelling such words as:

city	send
kind	cake
good	jump
gym	

Become aware that all words are not spelled as they are pronounced. Phonetic spelling has limitations.

Make a list of common homonyms for future reference.

Observe the teacher printing on the chalkboard and try to emulate the forms of the letters.

Take one of their best writing papers home and have their mothers and fathers look at the writing. Ask their parents to write a note to their teacher telling what they think of this fine work.

INSTRUCTIONAL AIDS

OBJECTIVES

DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION

Maintain skill in MANUSCRIPT WRITING

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Give attention to proper spacing between letters, words, and sentences:

- Spaces between words should be about the width of a child's finger. At the chalkboard the hand may be used as a measure of distance between words.
- Spaces between letters in a word should be about equal in area. (See illustrations under instructional aids.)
- Height of letters follow this pattern:
  - capital letters use full space
  - lower-case t uses approximately 3/4 of the space
  - all other tall lower-case letters, for example l and h, use the full space
  - all small lower-case letters use 1/2 of the space
  - letters hanging below the line use 1/2 of a space

(See illustrations under instructional aids.)

Use lines and the neatest manuscript writing when placing an assignment or written expression on the chalkboard. The teacher must set a superior example at all times. If the chalkboard is not permanently lined, it may be temporarily lined by using a music staff liner. Chalk should be inserted in the first, third, and fifth holders only.

Continue to encourage children to print as close as possible to the model size of letters as well as to the model basic line structure.

Provide model papers for children to use as a guide in judging their own work. Papers should give evidence of:

- legibility and neatness
- well-formed letters
- proper spacing of letters, words, and sentences
- reduced size of letters and spaces.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Make a "handwriting notebook" of their very best papers to be placed on display during "open house" when many visitors view the work.

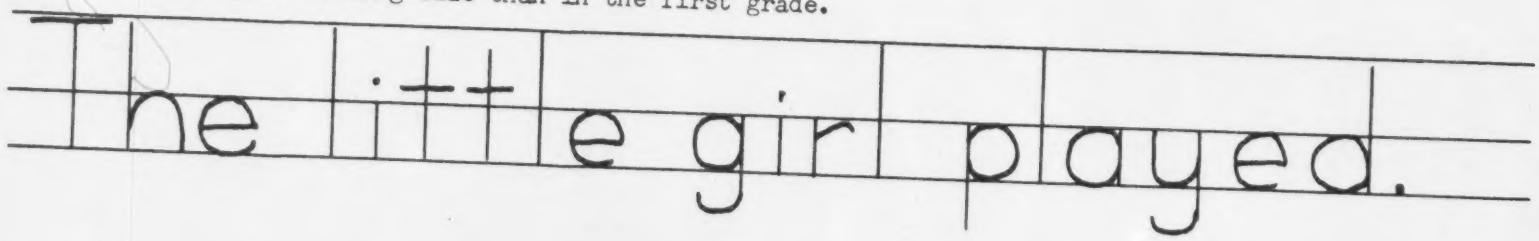
Go to the chalkboard during free moments to work on improving their handwriting. Obtain paper from the teacher to practice special letters that are difficult to write.

Keep in mind that good handwriting is an important tool; apply skills taught in the formal handwriting lesson to all written work.

Practice letters that they have been forming incorrectly by tracing the correct forms. Trace with a finger, then with the blunt end of a pencil, and finally copy the letters with the writing end of the pencil.

Look at the samples of good writing the teacher has placed on the bulletin board. Compare work and determine places which need improvement:

Look for proper spacing between letters and words.
Look to see if lines are straight and circles are round.
Look to see if letters are made smaller and closer to the adult writing size than in the first grade.



INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Dawson, Mildred A. Teaching Language in the Grades, pp. 235-240.

Freeman, Frank N. "What Research Says to the Teacher," Teaching Handwriting, National Education Association.

National Elementary Principal, Vol. XXXVIII (Feb., 1959).

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Clenestine Williams 203 - Grade 2
Medill Primary School

Tom, the Postman

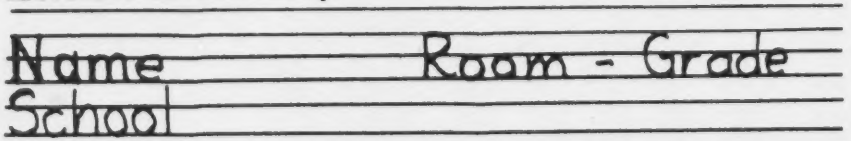
Tom is the postman. He is my good friend. He brings me letters and cards. Sometimes he brings me packages too. Sometimes he comes in a mail truck, and other times he walks. Rain or shine, Tom always brings the mail.

CRITERIA FOR EVALUATING COMPOSITIONS—GRADE TWO

Teachers should help children have something to say and help them to say it in an interesting manner.

Teachers should correct all errors or omissions on pupils' papers and explain corrections except for errors common to the group.

Proofreading symbols should not be used on second-grade compositions.

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
CONTENT	Interesting ideas and language Four or more sentences in paragraph form Related to one topic Varied in form Effective in vocabulary	Some interesting ideas Three sentences, not always in paragraph form Related to one topic Some variation in form Adequate vocabulary	Dull content Two sentences on one topic Simple statements Meager vocabulary
HEADING			Errors or omissions in required heading for grade
SPELLING	Accuracy in spelling	Correct spelling of commonly used words	Errors in spelling of commonly used words
HANDWRITING	Letters uniform in size Letters and words well-balanced	Letters uniform in size	Letters irregular in size Poorly spaced letters and words
SKILLS	Proficiency in use of all previous skills and some skills for the third grade	Proficiency in use of all previous skills listed for the grade	Limited proficiency in use of previous skills or skills listed for the grade

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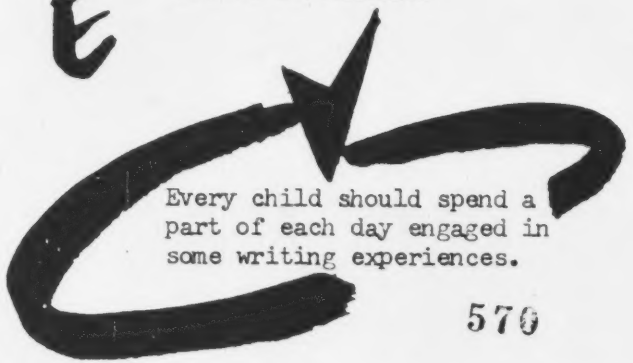
GRADE THREE

OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING

Build readiness through oral practice

Record INFORMATION



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Use every opportunity to promote growth in oral expression.

Build a background of experience for oral and written expression through the reading of a variety of stories and discovering the meaning of unfamiliar words. Use films and filmstrips to develop new ideas and expand knowledge of far-away places.

Provide a variety of materials which will stimulate interest and suggest topics for written expression:
- collections of rocks, butterflies, moths
- collections of pictures on various topics.

Encourage children to take an active interest in participating in the development of centers of interest in the room which may spark a creative response and manifest itself through written expression:
- an art corner
- a science experiment table
- a hobby shop.

Use the unit method of teaching to promote activities which will provide a variety of experiences and include all children in the class. (See Curriculum Guide for the Social Studies, Curriculum Guide for Mathematics, and Curriculum Guide for Science, K-3 volumes for suggestions.)

Use activities which provide opportunities for the children to record information as a class project or individually. Records might be kept on:
- the number of library books read by classmates
- the collecting and documenting of leaves of trees found in the community
- the charting of characteristics of good television programs.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Bring to class examples of a hobby, tell how the collection was made, and how long it took to gather these items:

a collection of dolls	a collection of stones
a collection of buttons	a collection of cards
a collection of marbles	a collection of stamps

Be observant of the science table, the art corner, or the hobby shelf. These may provide ideas to write about, inspire one to make contributions to an exhibit, or stimulate an interest in a new direction.

Plan a "pretend" breakfast party for the class. Decide on the most nourishing kind of breakfast. Divide the class into committees:

the shopping committee	the clean-up committee
the table committee	the "write up" committee
the serving committee	

(Have the "write up" committee prepare the story for the school or class newspaper.)

Keep a record of books found in the library which will help classmates find information on the unit of study of "Birds and Their Role in Nature."

Chart the six simple machines which help make work easier. Bring from home, or tell about, items which use the principles demonstrated by the level, the pulley, the wheel and axle, the inclined plane, the wedge, and the screw.

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Applegate, Mauree. Easy in English.

_____. Helping Children Write.

Dawson, Mildred A. Teaching Language in the Grades, chaps. xi, xiii, xiv.

Gray, William S. Teaching of Reading and Writing.

Greene, Harry A., and Petty, Walter T. Developing Language Skills in Elementary School, pp. 211-218.

Russell, David H. Children Learn to Read.

Shane, Harold G., et al. Beginning Language Arts Instruction with Children.

Strickland, Ruth G. Language Arts in the Elementary School, pp. 283-308.

Tidyman, Willard F., and Butterfield, Marguerite. Teaching the Language Arts.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING	The teacher should--
Perceive main ideas and sequence in stories, problems, and written directions	Urge children to present the events of a story sequentially when relating them orally to the class. Establishing the habit of expressing ideas and incidents orally in logical sequence will help prepare children to plan written stories with sequential development. Encourage children who are relating directions to classmates to give them clearly and make them easy to follow. Prepare children for outlining by having them place lists of items in sequential order. Formal instruction in outlining usually begins in fourth or fifth grade. However, some children may be ready now to use a formal outline in organizing their work. It is suggested that the teacher see suggestions for outlining in the Curriculum Guide for the Language Arts, Grades 4-6.
Learn to use various methods of keeping RECORDS	Illustrate the various ways of recording information, such as: preparing charts using printed forms recording on tape using a series of photographs drawing a series of pictures Prepare a poster showing the various common forms used by third grade students: application for library card application for summer play camp application for membership in clubs (lighted schoolhouse, Brownies). Impress upon children the value of writing information on forms neatly and of spelling words correctly.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Recall something that they have lost. Relate the events that led to the discovery of the fact that the item was missing:

- a ribbon
- a gym shoe
- a penny.

(Try to create a humorous ending to some of the above stories.)

Make some fudge, popcorn, or cookies for the family. Give the recipes to classmates and tell about the success of the adventure.

Demonstrate and tell the class how to make hand puppets, step by step. If materials are not available for the demonstration, use the chalkboard to draw pictures of each step in the preparation of the puppet.

Make a recording, as a committee, of the results of an experiment conducted over a period of several weeks. Periodically, the committee may report on the progress of the experiment. When the experiment is completed, compare the oral recorded report with a written report prepared by another committee. The class may record results of experiments, such as:

- stages of growth of living things
- eating habits of animals
- effects of temperature of the air on our weather
- results of friction wear and reduction of wear through lubrication.

INSTRUCTIONAL AIDS

AUDIO-VISUAL AIDS

(Film)

For ordering procedures, refer to Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, page 5.

A Letter to Grandmother. Coronet Films, 1942.

(Filmstrip)

For ordering procedures, refer to Approved List of Filmstrips for Elementary and High Schools, Board of Education, City of Chicago.

Punctuation. McGraw-Hill Book Co.
"The Comma," Parts 1, 2
"Semicolon and Colon"
"End Punctuation Marks"
"Quotation Marks and Italics."

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP CAPACITY FOR SELF-EXPRESSION IN PRACTICAL WRITING	The teacher should—
Become aware of and use simplified forms for FRIENDLY and SOCIAL LETTERS	Develop awareness in pupils of the many situations that require friendly and social letters: invitations to social gatherings notes of thanks and appreciation letters to absent classmates letters regarding plans for class activities. Arrange for children to participate in preparing letters, as a group. Provide occasions that necessitate and encourage competent writing of individual letters. Help children expand the length of their letters to a single paragraph with an interesting topic sentence and a good concluding sentence. Provide sample letter forms for children to use as guides in writing business and social letters. Teach the five parts of a letter: the heading, the greeting, the body, the closing, the signature Encourage children to use a correct business letter form as suggested and have knowledge of how envelopes should be addressed.
Become aware of purpose of BUSINESS LETTERS	Encourage children to write letters for information relating to units of study: social studies science arithmetic. Situations calling for children to send real letters are more meaningful than practice letters. Have the class select the best letter to mail to secure the information.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Use the form the teacher suggests for a letter.

Write a letter and label: the heading, the greeting, the body, the closing, and the signature.

Plan, with classmates, a thank-you letter. Decide where each part belongs before it is written down. Letters that are planned look better because each part is written where it belongs. Use correct punctuation. Use this letter as a guide in writing other letters.

Write a letter requesting a representative of the telephone company to speak to the class on communication through the use of the telephone. Other letters may be written requesting information on transportation from the American Association of Railroads and from the education departments of the various airlines.

Collect samples of mail and make a chart showing the different types of mail and the pertinent facts related to each type: first class, second class, air, parcel post, special delivery, registered, and educational material.

Find out how the mailman knows where to deliver the letters he has in his pack. Why should one put an address on an envelope? What words should be capitalized on the envelope?

Write at least two letters and bring two envelopes to class to learn how to address them properly: one to a friend relating events of the week and one business letter requesting information or material.

Bring from home envelopes of letters that have been received. Draw a red circle around the periods after abbreviations on the envelopes to call attention to the place of the period after Mr. and Mrs. Discuss why a period is placed after Mr. and Mrs. but not after Miss.

INSTRUCTIONAL AIDS

Social Letter Form

School
Address
City, State
Date

Dear _____,

.....
.....
.....

Yours truly,

Jane

Business Letter Form

School
Address
City, State
Date

Name
Address
City, State

Dear Sirs:

.....
.....
.....

Very truly yours,

Jane Franklin

OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN CREATIVE WRITING

Compose simple STORIES and POEMS based upon experiences and imagination

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Plan for oral expression to precede written expression by providing material and activities that will spark the imagination:

Display pictures of the circus that will inspire those with "sawdust in their shoes."

Display a collection of amusing hats to "tickle the funny bone."

Encourage children to experiment with new words and use them in compositions. List some unfamiliar words on the chalkboard for children to use.

Show children how to plan and make a simple outline before they write:

What is the topic?
What happens first?
What happens last?
What may be the title?

Have children select a favorite story they have read and write an original report on the story.

Provide a Mr. Imagination box which contains various articles such as a long string of yellow beads, one red sock, a broken handle, a pretty empty bottle, a toy train, a plastic flower, and plastic boat; without looking the children withdraw an article from the box and keep it at their desk until they have a moment to use their "imagination" and create an original composition about the item. This is an excellent idea for those children who have "nothing to write about".

PRACTICES AND EVALUATION FOR PUPILS

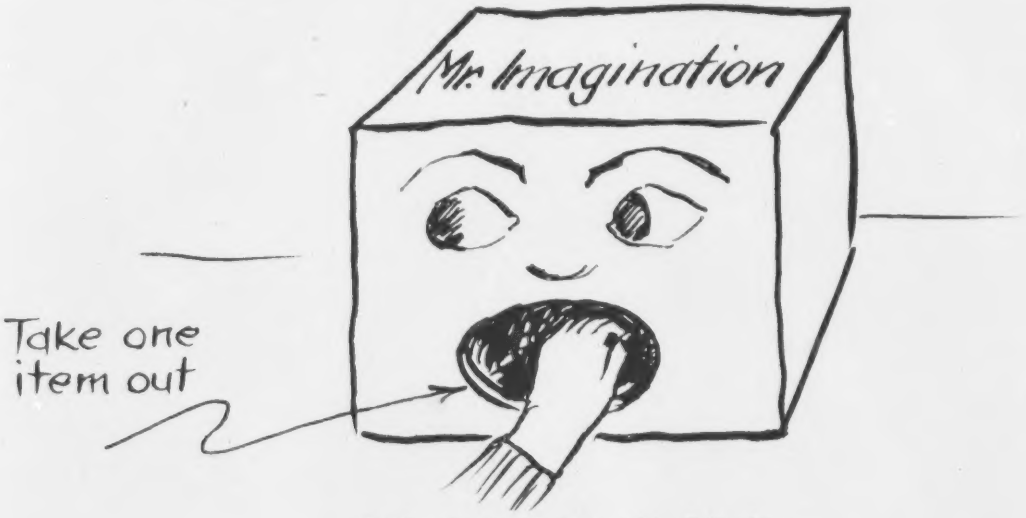
Pupils may--

Select at random from a textbook several unfamiliar words and discover their meanings by using the dictionary. Use these words to write a story. It may be humorous, serious or sad.

Decide to tell about something in story form. First, make an outline as a guide to help write the story in proper sequence.

Write a book report about a story read, using the form specified by the teacher. The report may be in the form of an illustration or a diorama depicting a scene from the story.

Prepare a simple outline of events or items to be written about in a story. Several simple ideas arranged in logical order will do.



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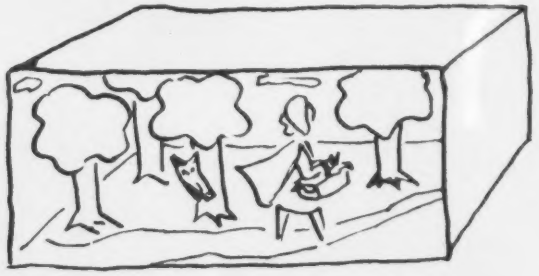
Fill the box with odd objects which will stimulate the imagination. See suggestions in column #2 on page 320.

INSTRUCTIONAL AIDS

Book Reports Take Many Forms



A diorama of a scene from a story

Name_____ Age_____
Grade_____ Date_____ School_____
Title of book_____
Author_____
Is the story true?_____
Are the characters animals or people?_____
Which character did you like?_____
Would you like to read the story again?_____
What was the most exciting part?_____

A Written Report

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OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN CREATIVE WRITING

Compose simple STORIES and POEMS based upon experiences and imagination

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Designate a section of the bulletin board and label it, "Writer's Panel." Each week, place a new topic on the board to be discussed. Decide upon, and list, new words one will need in writing about each item.

Have a "story box" of pictures from magazines mounted on tagboard. Each picture should have a partially completed story mounted below the picture and words that may be needed in the children's compositions written on the reverse side of the mount. Children may take a picture from the box and complete a story about it. Urge children to return the picture to the box so that others may use it. At the end of a week, the stories that pupils have written may be read aloud and discussed.

Mount many pictures, such as family scenes, snapshots of pets, the wonders of nature, and children at play. Along with the pictures, provide a list of difficult and new words needed to explain the picture. Keep the pictures filed in a box and allow children to take a picture from the file to use as a subject for oral or written expression.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Compose a story about the topic posted on the "Writer's Panel," using correct punctuation and capitalization. It may be placed on the board after the teacher has corrected it.

Bring items or materials of interest to supply suggestions for the "Writer's Panel."

Choose a picture from the picture file. Write a title and story suggested by it. Be sure to capitalize the important title words.

Look in the "story box." Select an appealing picture and write its story. Turn to the other side of the paper and write another story about the picture that is different from the first one.

Fold a sheet of paper into four parts:
Plan a sequence of pictures.
Tell or write a story about each part.

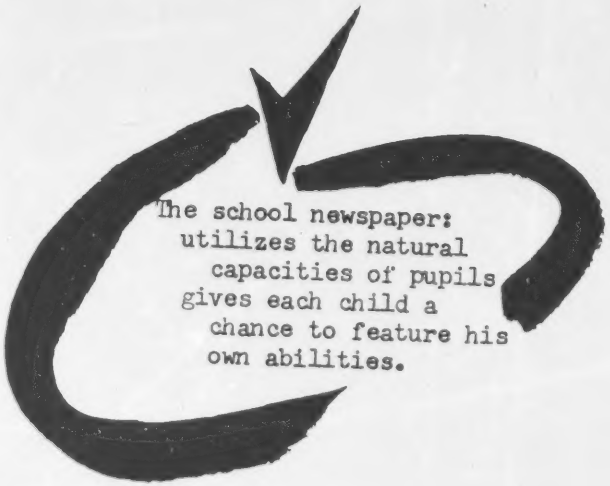
INSTRUCTIONAL AIDS

OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN CREATIVE WRITING

Compose simple STORIES and POEMS based upon experiences and imagination

newspaper



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Motivate children to contribute materials to the school or class newspaper. Stress the importance of correct spelling, essential punctuation, legible handwriting, and appropriateness of contribution. Content will vary according to the maturity and interests of children.

Correct child's original copy with him and utilize the opportunity to teach mechanics at the same time. Then have the copy rewritten, encouraging careful work by the child before final submission to the newspaper.

Realize the importance of newspaper activities. They provide opportunity to utilize the natural capacities of pupils and give each child a chance to feature his own abilities. For the more able children, it will provide for individual instruction and opportunity to express themselves and may lead to such careers as:

copywriting
script writing
printing
cartooning
advertising
reporting

Guide children in preparing the dummy copy and make practical application of balance and arrangement. The teacher should give the assistance needed to provide for the successful completion of the paper.

Know that experience in newspaper activities promotes opportunities:

to work as a group
to give training in business
to experience office procedures
to stimulate a spirit of responsibility
to teach children how to meet and talk to people.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Seek an interview with some person in the school that the class wants to know more about. Each child should write to the person asking for permission to interview him. The teacher will send the best letter to the person to be interviewed.

Write a script advertising a new addition to the school, such as a new library book available at the school library. Perhaps this information may be taped and played later at a "pretend" broadcast or the information may be contributed to the school newspaper.

Write letters to radio and television stations requesting material on these means of communication and on the programs that are available for children.

Write letters to radio and television stations to promote the kinds of programs children would enjoy. Select and send the best letter.

Summarize information gleaned from broadcasts for reporting in the school or class newspaper.

Learn to make up final copy of newspaper for the printer. If the newspaper is printed on the liquid duplicating machine, learn to make the final stencil.

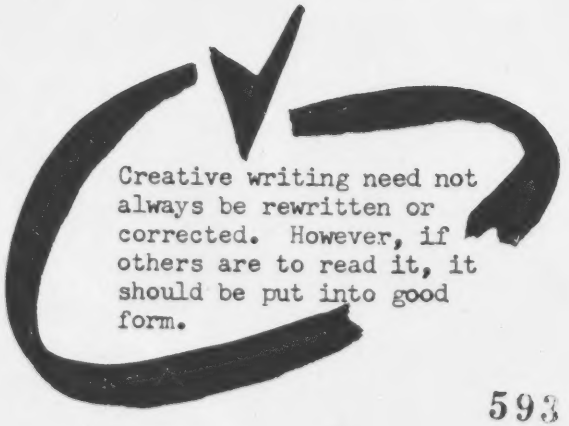
Act as reporter for the class during a specific time (one week) to gather news in and about the classroom and the playground. Write the news articles, being careful to classify as to: sports, ads, general news, special events.

INSTRUCTIONAL AIDS

MISCELLANEOUS

(Topics for Written Expression)

My Big Blue Balloon
Friends and Fun
Pets That Purr
Apples on a Stick
Turkey Time
Friendly Folks
Sky High Houses
Seen in the Park
Sidewalk Hopscotch
If I Were a Bird
In Front of My House
Yellow Dandelions
Snowboots
I See a Friend
Seen through the Window



OBJECTIVES

DEVELOP CAPACITY FOR SELF-EXPRESSION IN CREATIVE WRITING

Compose simple STORIES and POEMS based upon experiences and imagination

newspaper

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Read poems aloud to children; some that are inspiring, some that are amusing, and others that will give the child information. (See Literature section for suggestions.)

Be alert to speech, pronunciation, and rhythm when reading poetry. A good example helps children become proficient.

Have a poetry party when each child brings at least one favorite poem to school to read to his classmates.

Have children close their eyes and try to visualize the picture a poem suggests. Have them draw a picture of what was visualized. Have children observe a picture and try to write a poem about what the scene represented.

Plan to have the class write a group poem on some familiar subject: "Looking Out Our Window," "Sounds on the Playground," "The Airplane Flew Above Us."

Provide a poetry box into which children may drop finished poems. Read the poems to the class at the end of the week.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Bring in samples of the daily newspapers for display and perhaps comparison. Determine how many issues are printed by the various publishers and the reason for providing the public with this material.

Determine the number of parts to a newspaper and make a chart illustrating these facts for the class.

Investigate problems regarding newspapers: the need for newspapers, the people who work for the paper and their duties, the cost of producing a newspaper.

Compose stories, riddles, verses. Make designs, decorations, and pictures to illustrate features for the newspaper.

Write to newspapers in the city to find out if any parts of the newspaper are written "just for boys and girls."

Browse through readers and anthologies and find poems that the class might like to hear. Practice reading one that is liked especially well, aloud at home. When it has been given sufficient practice, read it to the class during the poetry period.

Keep a scrapbook of all the favorite poems learned in class and found in books and magazines at home. Try to divide the scrapbook and have special sections for different kinds of poems: weather, plants, mechanical things, safety, humor, people.

Express feelings about the rain, snow, or sunshine through poetry.

Read aloud to classmates, or ask the teacher to read, some favorite poems brought to class from home.

INSTRUCTIONAL AIDS

MISCELLANEOUS

(Examples of Original Poems Written by Primary Children)

Flowers

Tiny little flowers,
Sitting in a row,
I hope the sun keeps shining,
So you can grow, grow, grow.

Grade 3

The Bumblebee

A black and yellow bumblebee,
A black and yellow bumblebee,
Away up high in a tree,
You'd think he had many sights
to see,
But he just sits and looks
at me.

Grade 2

Jumping Rope

I jump and jump and jump so high,
I jump so high I reach the sky.

Grade 1

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP CAPACITY FOR SELF-EXPRESSION IN CREATIVE WRITING	The teacher should—
Write simple SCRIPTS	Tell the children that writing dialogue is the same as making characters come alive and talk. Encourage the writing of original plays based on literature. Read to the children stories containing dialogue: stories from readers books from the library stories from storybooks. Give enthusiastic appreciation to evidence of originality in a script. Suggest topics that are close to the life of a child: pets, flag nature, family hobbies, make-believe Encourage dramatic play for all children through: pantomine radio puppets.
DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION	
Learn to recognize complete SENTENCE	Encourage children to use complete sentences when speaking so that they will be more likely to use complete sentences in writing. (Children emulate the teacher; it is essential to set an excellent example.) Call attention to and assist children to use complete sentences. Tell children a group of words must "say something" to be a sentence. Make no reference at this stage to the expressions "complete and incomplete sentences."

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

Select the characters from a story and make them talk. The teacher may write the dialogue on the chalkboard. Divide the parts among classmates and have each read and dramatize a character's part of the dialogue. If a story with dialogue is used from the regular reader, each child may read a part from the reader.

Make costumes to fit the character parts in a script. Other rooms may be invited to view the program.

Read silently a story from the reader. Volunteer or accept the part the teacher assigns. Develop the dialogue orally. Act out the story.

Team with a partner and create an original play. Place the title of the play at the top of the script; list the names of characters and their parts; tell where the story takes place; and then develop the script. Perhaps the play may be dramatized using simple paper-bag puppets.

Listen to questions the teacher asks and answer them with a complete sentence.

Select a child to carefully read several paragraphs of a story to the class. Ask one child to be the recorder. Each time the class hears a complete sentence, they raise their hands. The recorder keeps a record on the chalkboard of the number of sentences that were heard.

INSTRUCTIONAL AIDS

Acting out a script

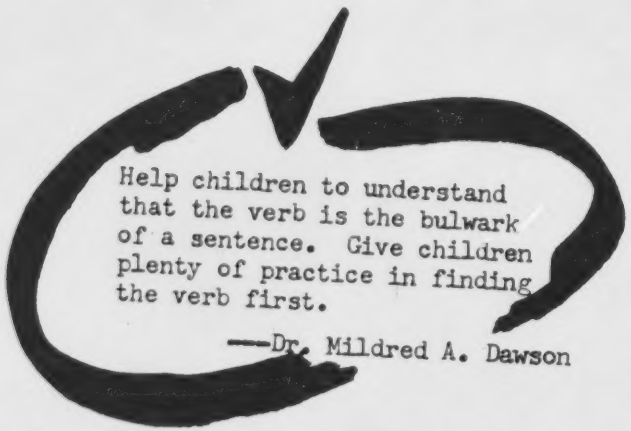
OBJECTIVES

DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION

Recognize declarative and interrogative SENTENCES

Become aware of essential parts of a simple SENTENCE

Keep to one topic in PARAGRAPH



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Tell and read stories to stimulate discussion which will familiarize children with the two kinds of sentences:
telling
asking.

Help children to form the habit of placing a question mark after a sentence that asks a question by giving them practice in punctuating sentences that require question marks.

Teach children the two parts of a sentence:
who or what did it
what happened.

Help children to understand that we must:
Begin every sentence with a capital letter.
End every sentence with a period or question mark.
Keep sentences apart.
Try not to tell too much in one sentence.

Encourage children to create several sentences related to a single topic and write them in paragraph form, one after the other in sequence with the first sentence indented.

Teach children to:
Indent the first sentence of every paragraph.
Start a new paragraph when a new idea is presented.
Keep to one topic in a paragraph.

PRACTICES AND EVALUATION FOR PUPILS

Write several sentences about an excursion:
Some of them should "say something" about the trip.
Some of them could "ask questions" about things that were puzzling.

Keep a diary of "questions" one wishes answered. Make a cover for the diary and give it a title. At some time in day or during the week, the teacher will give the pupils in the class time to read their questions and will try to answer them.

Match a list of "first parts" of sentences with a list of "last parts" of sentences.

Write several sentences. Put a red line under the part that tells who or what did it, and a blue line under the part that tells what someone or something did or was.

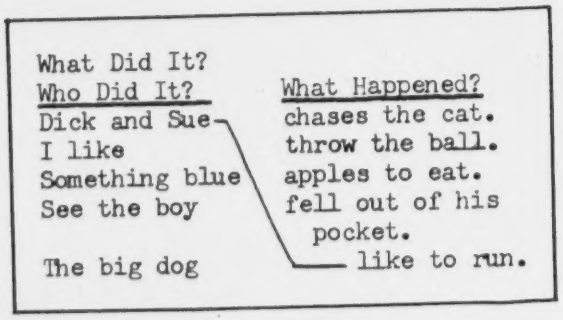
Make a list of words that help connect one sentence with another, like: and, if, who, but, which.

Find several sentences in the newspaper with parts which are connected. See how many different words one can find and bring them to class.

Read the sentences written on the chalkboard. They are all on one topic. Arrange them in sequential order (paragraph form), using correct punctuation:
The bird is blue
The bird's home is in a cage
The bird sings
Tom has a bird

Bring several articles from the newspaper to class. Find out how many paragraphs there are in each by numbering indentations.

INSTRUCTIONAL AIDS



OBJECTIVES

DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION

Use enriched VOCABULARY in writing

Acquire habits of CORRECT USAGE appropriate to grade level

Learn rules of CAPITALIZATION and PUNCTUATION

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Promote the use in written expression of words learned during reading lessons and in developing vocabulary of subject areas. It is unwise to expect children at this age to use colorful or dramatic expressions, but expect them to use the familiar words they use daily.

Be alert in hearing usage errors. Make continuous efforts to correct those errors which are peculiar to a group or to individuals:

drew for drawed	may for can
teach for learn	we were for we was

Provide many opportunities for written expression. Correct errors in usage individually with each child. Have the children give other examples orally to make sure that they understand the corrections.

Guide children in the use of capital letters:

first word of a sentence	days of week, months
names of persons	holidays
personal pronoun I	titles
places	

Help children to realize that punctuation is an aid to effective written expression. Maintain rules of punctuation learned in previous grades and increase skill by learning to use a period after: abbreviations, initials.

Review rules learned in the previous grade for usage of commas: after salutations, at closing of letters, in dates, in addresses.

Introduce use of the comma after words in a series. Continue emphasis on use of apostrophe in possessives and contractions.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Try to speak correctly at all times. The teacher will help discover errors. Keep a little notebook of errors and the corrections to which reference is made in event there is doubt.

Write a paragraph. Remove all punctuation and capitals. Copy it and give it to a friend to read. What happens?

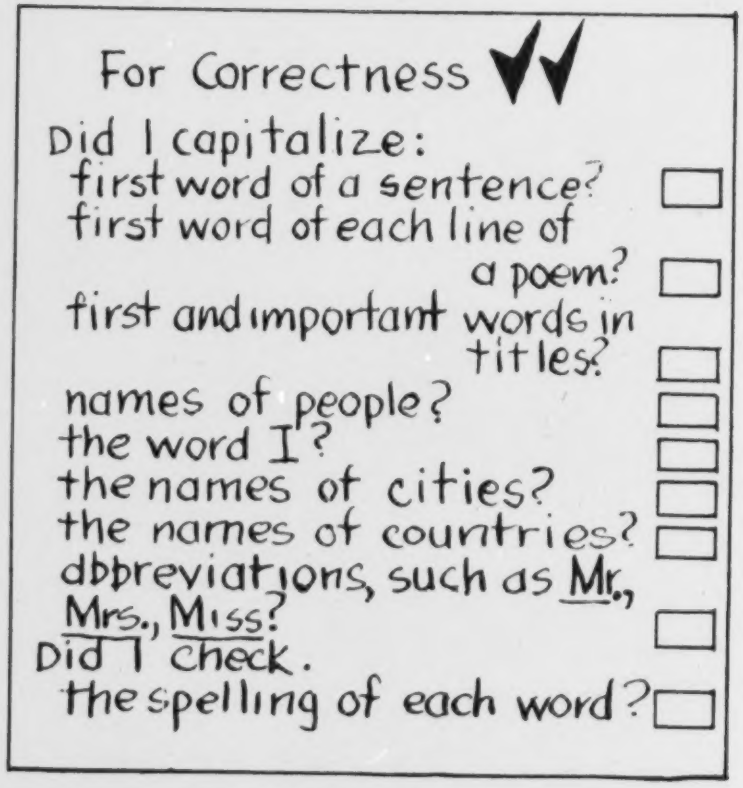
Use a column from the newspaper and put a circle around every word that has an apostrophe. Try and tell why they used them in each place.

Make an address book and list the names and addresses of best friends. Neatly copy the information into the book remembering to use correct punctuation and capitalization.

Capitalize the correct letters in these titles:

the cat with the hat
andy and the lion
georgie
white snow bright snow
the five chinese brothers
the camel who took a walk.

INSTRUCTIONAL AIDS

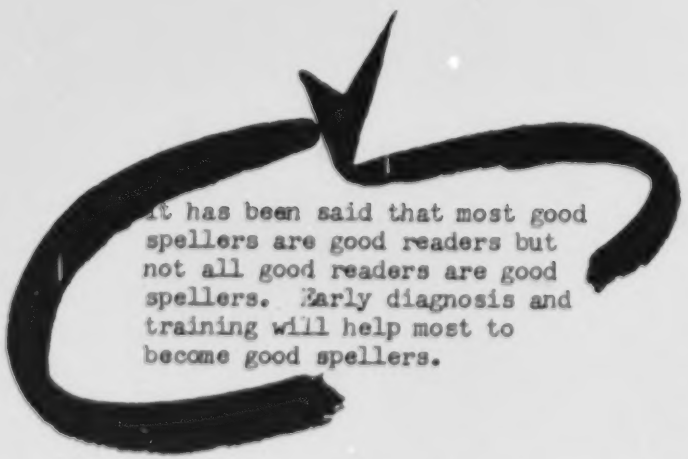


OBJECTIVES

DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION

Learn rules of CAPITALIZATION and PUNCTUATION

Learn SPELLING of words to meet needs of basic vocabulary, curriculum areas, and personal use



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should—

Teach the correct form for paper heading, such as the one suggested. However, your school may wish to make some modification of the suggested form. Be sure that children use the same heading on all papers written for science, social studies, arithmetic, and language.

Establish evaluation standards for the particular group concerned; include:

- revising own work
- proofreading own or classmate's work
- attempting to improve and to discover needs
- correcting errors.

Provide a proofreading chart against which pupils may check their work.

Teach names of letters of alphabet in sequential order. There is no agreement as to the best place to teach sequential arrangement of alphabet. The decision rests with individual teachers who must take into consideration the maturity of the class and individual students. If the sequential arrangement was not taught before, however, you will need to do so at this point.

Display an alphabet chart in a prominent place in the room.

Stress the importance of good writing. Help children realize that poorly written letters and irregular spacing make words appear misspelled.

Determine the readiness of each pupil for new work. Determine where children are and proceed from that point.

Review and advance the skills taught in the first and second grades.

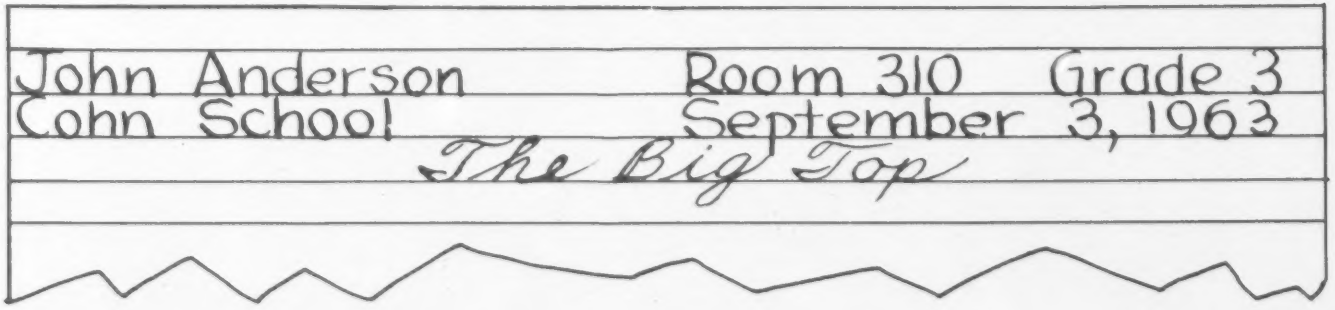
PRACTICES AND EVALUATION FOR PUPILS

INSTRUCTIONAL AIDS

Pupils may--

Use established heading for paper when turning in an assignment in any subject area.

Proofread all written work to make sure:
- Name is on paper.
- Each sentence begins with a capital letter.
- Paragraphs are indented.
- Writing is legible.
- Words are spelled correctly.
- Story is told in sequential order.



Enlarge spelling vocabulary by including the words needed in the units of study in the various subject areas:
- to make reports
- to write compositions
- to write letters.

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OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION	The teacher should—
Learn SPELLING of words to meet needs of basic vocabulary, curriculum areas, and personal use	Adhere to the basic spelling series in use in the school in developing a sequential spelling program. Use the teaching suggestions that accompany each book for study procedure. Instruct children to use manuscript form in spelling tests until cursive form is mastered. Gradually, move from writing tests in manuscript form to use of cursive writing. Encourage pupils to know their own "spelling demons" by keeping a list of the words they most often misspell. Provide opportunities for pupils to use words from the basic spelling list in everyday work and to incorporate these words in materials in the content subjects. Opportunities may include: writing letters — making reports writing compositions — compiling lists
Follow teacher-directed procedure for learning the SPELLING of familiar and unfamiliar words	When giving spelling tests: Pronounce the word. Use it in a sentence. Repeat the word. Evaluate completed spelling tests with pupils. Vary the approach in the teaching of spelling to include visual, auditory, and kinesthetic methods. Have children use the principles of syllabication and phonics learned in their reading program in their spelling program.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Use correct study procedures in learning to spell words. This is one method that students may use:

Look at the word and pronounce it correctly after the teacher
Look away from the word, recall the picture of the word, and spell it aloud.
Look back to see if the word was spelled correctly.
Look away and write the word from memory.
Look back to check the spelling of the word.
Rewrite the word a few times if it was spelled correctly the first time.
If the word is misspelled, repeat the first five steps.

Study spelling with a partner with the permission of the teacher.

Keep a personal "spelling demons" notebook for the purpose of learning to spell the words that are difficult for them.

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Dawson, Mildred A. Teaching Language in the Grades, pp. 235-240.

Greene, Harry A., and Petty, Walter T. Developing Language Skills in Elementary School, pp. 261-263, 259-266.

Shane, Harold G., et al. Beginning Language Arts Instruction with Children, chap. vi.

Sharpe, Maida Wood. "A Comparison of Three Approaches of Teaching Spelling," Elementary English (May, 1960), pp. 315-320.

Strickland, Ruth G. The Language Arts in the Elementary School, chap. xv.

Tidyman, Willard F., and Butterfield, Marguerite. Teaching the Language Arts, chap. xiv.

Wolfe, Josephine B. "Step by Step Spelling," Elementary English (Dec., 1959), pp. 555-558.

OBJECTIVES	PROCEDURES AND ACTIVITIES FOR THE TEACHER
DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION	The teacher should—
Follow teacher-directed procedure for learning the SPELLING of familiar and unfamiliar words	Provide exercises for individual work: compound words (snowball, however) hyphenated words (good-bye, hippity-hop) contracted words (let's, they'll, we're) derivations of words (prefixes, suffixes) possessives (Billy's, she's, father's) plural forms (goose or geese, foot or feet) Teach children to be concerned about spelling by: being concerned about the correct spelling of words checking the correct spelling of words rereading written work to check spelling. Provide a chart of spelling tips: Drop the final e when adding a suffix beginning with a vowel. (caring) Keep the final e when adding a suffix beginning with a consonant. (care, careful) If a short vowel comes before the final consonant, double the consonant before adding a suffix. (drop, dropping, dropped, dropper; beg, begging, begged, beggar).
Maintain skill in MANUSCRIPT WRITING	Continue to have children use manuscript writing exclusively in spelling work until cursive writing is mastered. It is wise not to confuse the child with two skills when one is unfamiliar. The mechanics of thinking out the procedure to use in cursive writing will deter the child from the primary aim, that of spelling the words correctly. Headings on papers should be done in manuscript form. Relieve the tension that may be created as children approach the learning of a new skill by calling attention to the many things the children already know how to do or how to use that will be helpful in acquiring the new skill; for example: position of hands, pencils, paper, feet, back, head, and arms position of letters within a word.

PRACTICES AND EVALUATION FOR PUPILS

INSTRUCTIONAL AIDS

Pupils may—

Learn spelling rules for the formation of plural words:
F is changed to v in plural form. (half, halves)
S or es is added to make plural forms. (fall, falls; fox, foxes)
Y when preceded by a consonant is changed to i and es is added. (penny, pennies)
Y when preceded by a vowel is not changed and s is added (chimney, chimneys).

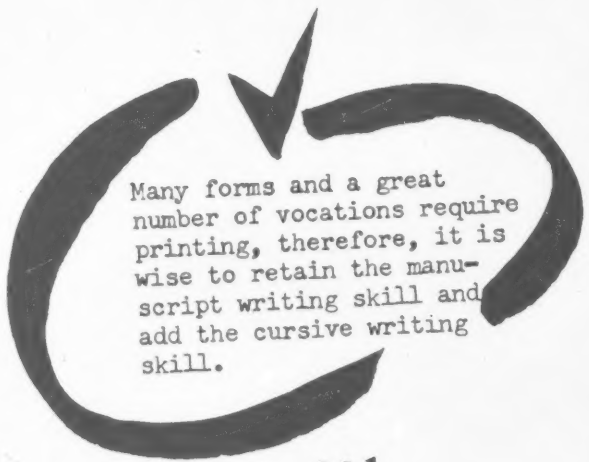
Learn the meaning and spelling of words:
E is dropped when a suffix is added to the root word (hope, hoping)
Consonant is doubled when a suffix is added to a root word (hop, hopping).

OBJECTIVES

DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION

Maintain skill in MANUSCRIPT WRITING

Learn to use CURSIVE WRITING



PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Help children to understand that learning to write legibly is as important as learning to spell correctly. In either case, the reader must be able to interpret what the author wishes to communicate.

Duplicate practice exercise sheets for those who need additional aid. Give individual help until pupils are secure enough to proceed on their own.

Guide the hand of a child having difficulty in cursive writing as he forms the letters.

Prepare a name card for each pupil in cursive writing.

Display the cursive and manuscript letter charts in a prominent place in the room so that the children may refer to them.

Follow sequential steps in the change-over from manuscript to cursive writing:
Begin by teaching children to slant manuscript writing.
Next, teach the proper position of the body and paper.
Continue by teaching the letters that are different in form from the manuscript (b, e, f, h, r, s).
Teach next, the joining of letters.

Use the chalkboard to demonstrate the difference between the two patterns of letters. Begin by using those that are most alike and writing simple sentences.

Demonstrate that one does not lift the pencil between letters. Give examples by writing a simple sentence in manuscript form and, then, in cursive form.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may—

Keep a progress record of improvement in handwriting by keeping own scrapbooks. Put a circle around the items where improvement is needed. At the end of one or two months, look back and note the improvements.

Give added practice to letters that are difficult to form (b, e, f, h, r, s). Use the chalkboard at appropriate times to practice forming letters correctly.

Write in cursive form, except for manuscript form of heading on papers.

Practice cursive writing:

Trace the word with a finger.
Trace the word with the blunt end of a pencil.
Trace the word in the air.
Try to write the word on paper.

Practice the following groups of letters which are difficult to form:

be, bi, bs, br	ve, vo, va, vi
ow, oe, or, os	we, wo, wr, wa

Practice and perfect the following letter combinations which are not easy to master and are made more difficult when followed by e and os:

gi, gr, gu, ga	ji, je, ju, ja
ye, yu, ya, yo	zo, zi, zu, za

INSTRUCTIONAL AIDS

PROFESSIONAL LITERATURE

Dawson, Mildred A. Teaching Language in the Grades, pp. 198-233.

Freeman, Frank N. "What Research Says to the Teacher," Teaching Handwriting, National Education Association.

National Elementary Principal, Vol. XXXVIII (Feb., 1959).

Research tells us that most children are able to learn cursive writing by the end of third grade; a few may be ready earlier, and a few not until later. Freeman gives us several points to consider:

- The usefulness of manuscript writing extends through second grade.
- In order to express themselves freely, children must print in manuscript form long enough to acquire fluency.
- The addition of cursive writing should be presented when children are mature enough to have acquired the needed muscular control.
- The addition of cursive writing should occur before the pupil becomes too set in using manuscript form.

OBJECTIVES

DEVELOP FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION

Learn to use CURSIVE WRITING

PROCEDURES AND ACTIVITIES FOR THE TEACHER

The teacher should--

Provide regular scheduled periods for practice and instruction during the week. Meaningful practice is needed, as handwriting is a learned skill. The skill should be developed to the point that response is automatic when the thought to write any symbol occurs.

Use one of the handwriting scales for children to evaluate their progress from month to month and at the end of the year.

Classify for children the three size groups of letters. Write letters in each group uniform in size; for example:

Tall letters are all the capital letters and the tall loop letters b, f, h, k, and l; they are almost the full height of a writing space.

Medium-sized letters are d and t. These letters are a little shorter than the tall letters. They are two-thirds the height of the tall letters.

The loops below the base line in g, j, q, Y, and z should extend a distance equal to one-half the height of tall letters above the base line. The part of the letter above the line is the same height as the small letters.

All other letters, or the small letters, are one-third of a space in height.

All letters rest on a base line.

PRACTICES AND EVALUATION FOR PUPILS

Pupils may--

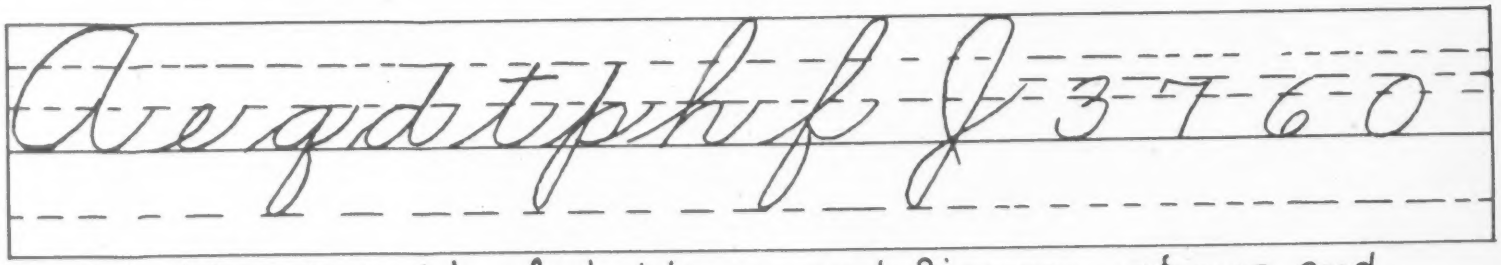
Compare written work against the rating scale and discover needed improvements.

INSTRUCTIONAL AIDS

MISCELLANEOUS

(Handwriting Scales)

See the Approved Text Book List for Language Arts Subjects, 1962-1965, pp. 83-84.



Relative height of letters and figures above and below base line

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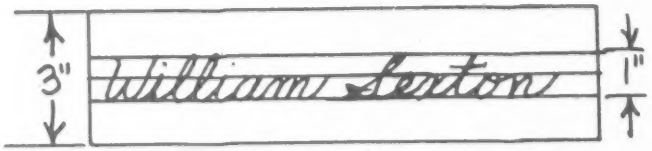
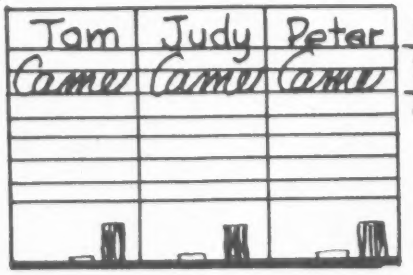
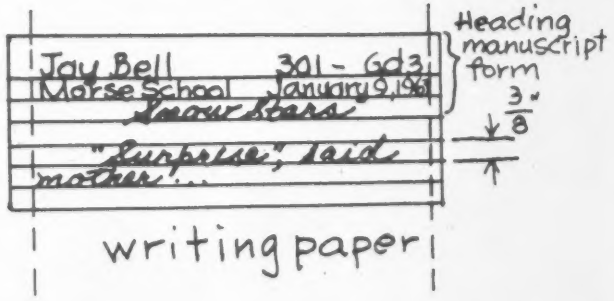


10 - 12 inches



chalkboard



CRITERIA FOR EVALUATION COMPOSITIONS—GRADE THREE

By third grade, the teacher begins to evaluate two areas of written composition: content and mechanics. Children in the lower grades tend to be less creative in thought when they are concerned with the mastery of mechanics. For this reason, the teacher lends assistance in spelling and punctuation.

Creativity may be encouraged by giving consideration to several factors when evaluating content:

- the child's ability to organize events in a sequence
- the child's ability to stay within a topic when writing a paragraph
- the child's ability to use unusual expressions or idiomatic speech.

839

Only simple proofreading symbols are used in third grade. The teacher should make the necessary corrections in spelling and punctuation on the pupils' papers. If the margin is incorrect, a line should be drawn to indicate the correct margin. A line should be drawn through any sentence that is incomplete or of poor structure. Avoid having children recopy and correct every original composition lest creativity be stunted.

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
CONTENT	A single paragraph An interesting topic sentence Several sentences varied as to form Effective vocabulary A good concluding sentence	A single paragraph A topic sentence Several simple sentences Varied beginnings Adequate vocabulary	Incomplete and run-on sentences Limited vocabulary Three sentences on one topic not in paragraph form

VOCABULARY	Variety of words for interest Use of descriptive phrases Original ideas expressed with individuality	Limited command of words Some descriptive phrases Some original ideas	Meager selection of words Few original ideas
HEADING	Name Room - Grade School Date Title		Errors or omissions in heading required for the grade
SPELLING	Accuracy in spelling	Correct spelling of words designated for the grade	Errors in words designated for the grade
HANDWRITING	Letters uniform in size and slant Letters and words well-spaced; good alignment	Letters relatively uniform in size and slant Letters and words relatively well-spaced	Irregular in size and slant; not aligned
SKILLS	Proficiency in use of all previous skills and new skills for fourth grade	Proficiency in use of all previous skills and skills listed for the grade	Limited proficiency in use of previous skills and/or skills listed for the grade

Card Donna
D.R. Cameron

206-Grade 3
April 10, 1962

My Pet

I have a turtle. She likes to play dead. If she is not playing dead she is sleeping or trying to get out of her bowl. Now we have six in our family.

Evaluation

Mechanics: Above Average

Content: Above Average

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CLASS EXCURSIONS

Class excursions have a definite place in the language arts program when they:

- are used to motivate, extend, or culminate an aspect of the language arts program
- have stated objectives evolved from pupil-teacher planning.

Teacher preparation should include:

- adequate knowledge of the areas to be visited
- approval of the school principal before class discussion
- provisions for transportation; if necessary
- arrangements with the institution as to date, time, extent of the excursion, number of pupils in the group, and age range of the pupils
- notification to parent of place, time, and extent of the excursion
- parental approval in writing
- pupil understanding of the rules for safety and order
- provisions for safety through adequate adult supervision in relation to the size and the age range of the group.

Pupil preparation should include:

- written parental approval on file in the school
- thorough understanding of the responsibilities to maintain order and insure safety
- adequate comprehension of the objectives of the excursion.

EXPERIENCE CHARTS

The experience chart is composed by the class and is a record or a story of an activity or an interest.

The teacher should include the following steps in the preparation of the charts:

- act as secretary and write children's contributions on the chalkboard
- use manuscript form, making
  - capitals 3 in. high
  - lower case letters 1½ in. high
  - spaces between lines 3 in.
- edit with the co-operation of the children
- guide vocabulary to include basic reading vocabulary
- make three reprints of the story on chart paper or oak tag
  - cut one reprint into sentences for matching exercises and rebuilding the story
  - cut one reprint into phrases and words for matching exercises and rebuilding the story
  - use one reprint as the chart to be read and matched.

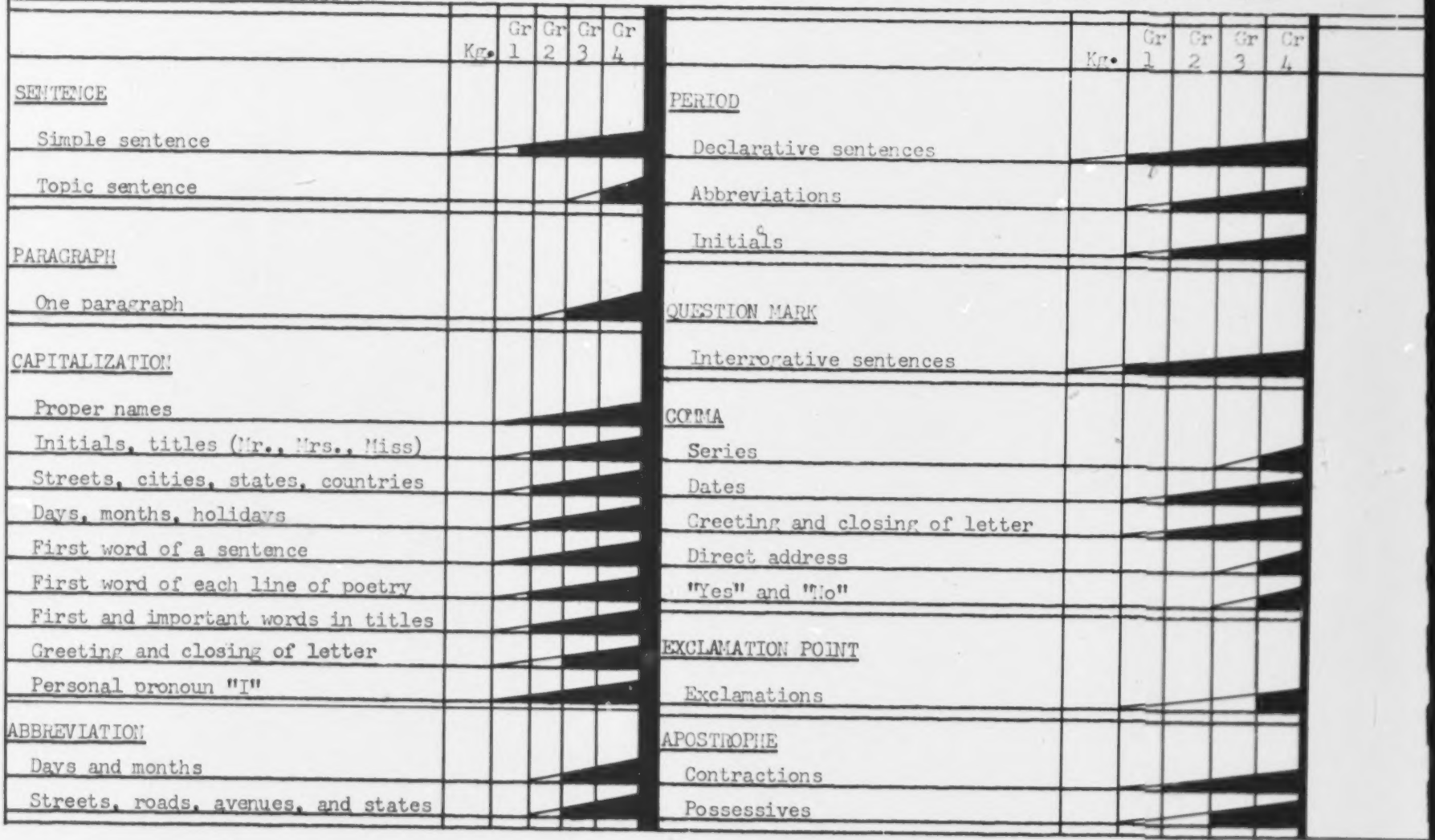
The teacher should read the chart to the class sweeping his hand, a marker, or pointer under the line as it is being read.

The children should be guided to:

- read the entire story
- locate and read sentences
- locate, match, and frame words or phrases with hands or a marker
- interpret story in different ways.

APPENDIX

SEQUENCE CHART OF FUNDAMENTAL



white area - readiness

shaded area - introduction and development of specific skills

SKILLS

	Kg.	Gr 1	Gr 2	Gr 3	Gr 4
ALPHABET					
Names of letters					
Sequential order					
DICTIONARY					
Definitions					
Accent marks					
Diacritical marks					
PARTS OF SPEECH					
Nouns - common and proper					
Nouns - possessive					
Pronouns					
Verbs					
ORGANIZATION					
Correct headings on daily work					
Correct letter writing forms					
Correct outlining forms					

WORD ATTACK SKILLS

	Kg.	Gr 1	Gr 2	Gr 3	Gr 4
PHONETIC ANALYSIS SKILLS					
Auditory perception					
Initial consonants					
Final consonants					
Long and short vowels					
Consonant blends					
Consonant digraphs					
Hard and soft c and g					
Diphthongs					
Silent letters					
Principles for vowel sounds					
Principles for accent					
STRUCTURAL ANALYSIS SKILLS					
Inflected forms of root words					
Compound words					
Prefixes and suffixes					
COMBINED STRUCTURAL AND PHONETIC ANALYSIS					
Principles of syllabication					

white area - readiness

shaded area - introduction and development of specific skills

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BASIC SIGHT VOCABULARY—DOLCH LIST

Since these 220 words make up the basic service words for about fifty to seventy-five per cent of all reading material, children should be able to recognize them instantly.

A
a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away

B
be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by

C
call
came
can
carry
clean
cold
come
could
cut

D
did
do
does
done
don't
down
draw
drink

E
eat
eight
every

F
fall
far
fast
find
first
five
fly
for
found
four
from
full
funny

G
gave
get
give
go
goes
going
good
got
green
grow

H
had
has
have
he
help
her
here
him
his
hold
hot
how
hurt

I
I
if
in
into
is
it
its

J
jump
just

K
keep
kind
know

L
laugh
let
light
like
little
live
long
look

M
made
make
many
may
me
much
must
my
myself

N
never
new
no
not
now

O
of
off
old
on
once
one
only
open
or
our
out
over
own

P
pick
play
please
pretty
pull
put

R
ran
read
red
ride
right
round
run

S
said
saw
say
see
seven
shall
she
show
sing
sit
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sleep
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stop

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use

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want
warm
was
wash
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your